

CHILD WELFARE

The National Parent-Teacher Magazine

Official Publication, National Congress of Parents and Teachers

Published Monthly September to June, Bi-Monthly July and August, by the CHILD WELFARE CO., INC.

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Vice-President, Mrs. Hugh Bradford Secretary, Miss Ruth A. Bottomly

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VOL. XXV

APRIL, 1931

No. 8

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ANNA H. HAYES

BLANCHE ARTER BUHLIG

GARRY CLEVELAND MYERS

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M. A. FERRE,
Circulation Manager

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E. TWISS,
Business Manager



MEMBER OF THE AUDIT BUREAU OF CIRCULATIONS

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Who Wrote It



How To Use It

It is not necessary to introduce Ada Hart Arlitt to CHILD WELFARE readers; all know that she is chairman of the Committee on Parent Education of the National Congress. She is also author of *The Psychology of Infancy and Early Childhood* and *The Child from One to Six*.

Catherine C. Leach is publicity secretary of the Children's Museum of Boston, situated in Olmstead Park, Jamaica Plain, Massachusetts.

Flora M. Thurston is executive secretary of the National Council of Parent Education.

Julia D. Connor is assistant director of Better Homes in America.

Helen Kingsbury Wallace was formerly associate professor of Art in Franklin College, Indiana.

Verne P. Skinner is a teacher in Seattle, Washington. She has taken an important part in teacher activities in that city and was the first editor of the *Seattle Grade Club Magazine*.

Lucy Wheelock is founder and head of the Wheelock Kindergarten Training School in Boston.

Artelee Wyatt Dietrich has served as publicity chairman of the DuVal School Parent-Teacher Association, Fort Smith, Arkansas.

Anna H. Hayes, formerly a member of the Board of Managers of the National Congress and now an associate editor of CHILD WELFARE, lives in Twin Falls, Idaho.

Florence V. Watkins is education secretary of the National Congress of Parents and Teachers.

The important and far-reaching Children's Charter, drawn up at the White House Conference on Child Health and Protection, is the subject of the President's Message—*The Challenge of the Children's Charter* (page 453). The Charter is given in full on pages 480-481. It also supplies the text for the Grist Mill editorial, *The Charter and the Kindergarten* (page 486).

April, 1931

Better Homes Week, which comes this month, is devoted to the spread of information on matters of housing and home improvement. An account of the progress of the movement for *Better Homes in America* (page 457) tells of the work to make every home in the country healthful, safe, and wholesome.

At this time in the year many parents, both of younger and of older children, are beginning to struggle with the subject of summer camps. *Shall I Send My Child to Camp?* (page 462) clearly outlines the points to be considered in choosing a camp (1) for the young child, (2) for older boys and girls.

Of interest to all is the article about "the hothouse for hobbies," under the title *What Is a Children's Museum?* (Page 470.)

Importance of Dental Hygiene (page 477) presents a plea for the care of the children's first teeth.

For those who are concerned with the child of grade school age there is good reading in *More About the Fink Family* (page 459); *Why Children Differ* (page 466); *New Methods in Teaching* (page 474); and *Aiding Your Child in Art Appreciation* (page 482). The Finks succeed in finding a novel solution for some arithmetic difficulties. *Why Children Differ* finds that many of the differences in children of the same family are due to the parents. *New Methods in Teaching* stresses the need of adapting education to the individual child's capacity, instead of making all children conform to a single Procrustean standard. Practical ways of creating an esthetic taste is the subject of *Aiding Your Child in Art Appreciation*. This means that mother must do some studying, but what delightful studying, and to what a good purpose! By the way, in *Out Among the Branches* (page 500) there is an account of what a tiny town of 100 inhabitants in Wyoming did to foster art appreciation.

Pages 490-494 are devoted particularly to the needs of high school parent-teacher associations and to the adolescent boy and girl. The author of *Participation* (page 490) points out specific ways in which the assistance of high school students can be utilized to "sell" parent-teacher activities to both students and parents. The *Vocational Guidance Outline* (page 493) calls the attention of junior and senior high school associations to a valuable program outline.



© Ering Galloway

THE BUGLER

See "*Shall I Send My Child to Camp?*" — page 462

TO APRIL



March went capering up the hill
As you came sauntering down,
You did not look, for your eyes were dim,
And so you failed to notice him,
As he left the misty town.
Then I heard you tap at my windowpane,
And your tears fell thick on the glass;
You shook my casement again and again,
But I knew your mood would pass.
For I glimpsed the sash around your waist;
'Twas a rainbow, softly shining,
And the clouds that made your gown were
placed
To show a silver lining.—BY MARY BARLING STREET

The Challenge of the Children's Charter

Dear Congress Members:

 ONE of the finest statements of an American child's rights is that embodied in the Children's Charter, which comes to us as a result of the White House Conference. Each of the nineteen sections calls attention to service that is ours—directly or indirectly. There is not one item that can be disregarded.

We have chosen as the theme for our Convention, "The Challenge of the Children's Charter," believing that no more fitting subject could be presented at this time. Around the nineteen points our program will be built. Conferences will provide ample opportunity for practical and constructive discussions. The addresses will stimulate our thinking.

If you are fortunate enough to be in attendance at the National Convention, you will get sufficient information and enthusiasm to carry you through your most difficult task. If, however, you do not go, turn to page 480 of this magazine and read the Charter to your associations. Let it be a measure of your service. Look at your homes, schools, and communities in the light of its illuminating statements, and find the work which is yet to be done.

The Conference marked a great epoch; it brought the concentrated thought of thousands to bear upon the protection of children—while countless other thousands respond in cooperative action.

Happy and comfortable homes, health, protection from physical and moral hazards, education for all children in equal measure, understanding, sympathy, and love—these are the rights of our children and therefore are a challenge to us as a child welfare organization.

"For every child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag."

Mrs. Hugh Bradford

President, National Congress of Parents and Teachers

Preliminary Program

THIRTY-FIFTH ANNUAL CONVENTION

National Congress of Parents and Teachers

Arlington Hotel, Hot Springs, Arkansas, May 3 to 7, 1931

GENERAL THEME: The Challenge of the Children's Charter

NATIONAL CONFERENCE ON PARENT EDUCATION, MAY 1 and 2

AT the suggestion of and with the cooperation of the National Congress of Parents and Teachers the United States Commissioner of Education, William John Cooper, has called a National Conference on Parent Education to be held at Hot Springs, Arkansas, May 1 and 2, 1931. The complete program will be issued by the Office of Education.

THURSDAY, APRIL 30

8:30 a.m. SPECIAL COMMITTEE MEETINGS
9:30 a.m. EXECUTIVE COMMITTEE MEETING
9:00-12 m. STATE PRESIDENTS CONFERENCE, Mrs. Noyes Darling Smith, presiding
1:00 p.m. MEETING OF THE BOARD OF MANAGERS

FRIDAY, MAY 1

8:00-9:30 a.m. CONVENTION REGISTRATION
12:00-1:30 p.m. CONVENTION REGISTRATION
4:30-5:30 p.m. CONVENTION REGISTRATION

SATURDAY, MAY 2

8:00-9:30 a.m. CONVENTION REGISTRATION
6:00 p.m. COURTESY DINNERS arranged by Arkansas Congress and local committee for National Chairmen (followed by Conference)
State Presidents
7:30 p.m. COMMITTEE MEETINGS: Resolutions, Organization
8:00 p.m. STATE PRESIDENTS CONFERENCE, Mrs. Noyes Darling Smith, presiding

SUNDAY, MAY 3

12:15-2:00 p.m. STATE PRESIDENTS CLUB LUNCHEON, Mrs. William F. Little, presiding
3:30 p.m. TREE PLANTING CEREMONY in honor of Mrs. David O. Mears, conducted by Mrs. B. F. Langworthy, First Vice-President
8:00 p.m. DEVOTIONAL SERVICES, Dr. Randall J. Condon, presiding
INVOCATION, Dr. J. D. Hammons, First Methodist Episcopal Church, Hot Springs
MUSIC
ADDRESS: THE RUNAWAY, Lewis R. Alderman, Chief, Service Division, U. S. Office of Education
MUSIC
BENEDICTION, Mrs. S. M. N. Marrs

MONDAY, MAY 4

First General Session

9:30 a.m. FORMAL OPENING, Mrs. Hugh Bradford, President, and Mrs. B. F. Langworthy, First Vice-President, presiding
INVOCATION, Rev. Charles F. Collins, St. Luke's Episcopal Church
COMMUNITY SINGING
GREETINGS
Mrs. L. D. Reagan, President, Arkansas Congress of Parents and Teachers
Mrs. C. H. Thorpe, General Chairman of Convention
Mrs. Scott Wood, Local Chairman of Convention

REPORTS OF CONVENTION COMMITTEES

PRESENTATION OF NATIONAL OFFICERS
REPORT ON NATIONAL OFFICERS REPORTS
OUR FINANCIAL STATUS, Mrs. B. I. Elliott, Treasurer
A YEAR IN RETROSPECT, Mrs. Hugh Bradford, President
ADDRESS: THE PARENTS OF TOMORROW, Lawrence K. Frank, Member of the President's Committee on Social Trends
ANNOUNCEMENTS

Second General Session

1:30 p.m. PRESIDING, Mrs. Frederick M. Hosmer, Second Vice-President, and Mrs. J. Sherman Brown, Third Vice-President
MUSIC
ADDRESS: Education for the Individual, Miss Bess Goodykoontz, Assistant Commissioner of Education
ADDRESS: VOCATIONAL GUIDANCE, Miss Emma Pritchard Cooley, President, National Vocational Guidance Association
3:45-4:30 p.m. CONFERENCES
QUESTION BOX, Mrs. C. E. Roe, Field Secretary
SUMMER ROUND-UP, Miss Ruth A. Bottomly, Secretary, and Dr. Lillian R. Smith, Chairman
MAGAZINE CHARMEN, Mrs. Charles H. Remington, President, Child Welfare Company
CLASSES: MENTAL HYGIENE, Dr. George K. Pratt, Chairman; CHILD HYGIENE, Miss Mary E. Murphy, Chairman
6:30 p.m. BANQUET
PRESIDING, Mrs. L. D. Reagan, President, Arkansas Congress of Parents and Teachers
TOASTMASTER, C. M. Hirst, State Supt. Schools, Arkansas

THE NATIONAL PARENT-TEACHER MAGAZINE

INVOCATION, Rev. Father Paul F. Desmond,
St. John's Catholic Church

GREETINGS

Hon. Harvey Parnell, Governor of Arkansas

Mrs. A. H. Reeve, President, International Federation of Home and School Mr. Harvey H. Haley, Supt. of Schools, Hot Springs

Mr. Garnett Eisele, President, Chamber of Commerce

Mr. D. C. Hastings, President, Arkansas Education Association

RESPONSE

ADDRESS: THE CHALLENGE OF THE CHILDREN'S CHARTER, Mrs. Hugh Bradford, President

MUSIC

ADDRESS: THREE OBJECTIVES OF EDUCATION, Dr. Willis Sutton, President, National Education Association

PRESENTATION OF HONOR GUESTS

TUESDAY, MAY 5

7:45 a.m. **MEN'S BREAKFAST**, Supt. C. M. Hirst, presiding

9:30 a.m. **DEPARTMENT CONFERENCES EXTENSION**, Mrs. J. Sherman Brown, Director

HIGH SCHOOL SYMPOSIUM, Mrs. A. B. Shuttlesworth, leader

EDUCATION, Miss Charl O. Williams, Director

HEALTH, Mrs. Herman Ferger, Director

11:30-12:30 p.m. **CONFERENCE DEMONSTRATION OF USE OF PUBLICATIONS**, Miss Frances S. Hays, Research and Information Secretary

PLANNING AN EXHIBIT, Mrs. Lawrence F. Pope, Assistant Research and Information Secretary

12:40 p.m. **CONFERENCE LUNCHEONS THRIFT**, Mrs. Ella Caruthers Porter, presiding

STUDENT LOANS AND SCHOLARSHIPS, Mrs. F. H. Devere, presiding

HUMANE EDUCATION, Mrs. Jennie R. Nichols, presiding

2:00-3:00 p.m. **CONFERENCES PROGRAM MAKING**, Mrs. Victor Malstrom, Chairman

COLLEGE AND CORRESPONDENCE COURSES, Mrs. A. C. Watkins, Education Secretary

FIELD SERVICE, Mrs. C. E. Kendel and Mrs. C. E. Roe, Field Secretaries

MENTAL HYGIENE, Dr. George K. Pratt, Chairman

3:15 p.m. Tea and drive arranged by local and state committees

6:00 p.m. **GOLD STAR DINNER**, Mrs. Charles H. Remington, presiding

8:30 p.m. *Third General Session*

PRESIDING, Mrs. Louis T. deVallière, Fourth Vice-President

RECREATION EVENING, conducted by Mr. W. W. Beatty

WEDNESDAY, MAY 6

9:30 a.m. **DEPARTMENT CONFERENCES HOME SERVICE**, Mrs. B. C. Hopkins, Director

April, 1931

PUBLIC WELFARE, Mrs. Louis T. deVallière, Director

11:30-12:30 p.m. **CONFERENCES RURAL LIFE**, Mrs. A. H. Reeve, Chairman

CONGRESS PUBLICATIONS IN THE STATES, Miss Isa Compton, Publications Secretary

12:30-1:30 p.m. **CITIZENSHIP LUNCHEON**, Mrs. C. H. Thorpe, presiding

Fourth General Session

1:30-3:30 p.m. **PRESIDING**, Miss Charl O. Williams, Fifth Vice-President, and Mrs. B. C. Hopkins, Sixth Vice-President

INVOCATION, Rabbi A. B. Rhine

MUSIC

ADDRESS: THE CHALLENGE OF THE EXCEPTIONAL CHILD, Miss Elise Martens, Senior Specialist in the Education of the Exceptional Child, U. S. Office of Education

RECREATION

NATIONAL OFFICE, Mr. W. Elwood Baker, General Secretary

OUR MAGAZINE, Mrs. E. C. Mason, Editor, Child Welfare

3:30-4:30 p.m. **CONFERENCES PARENT TRAINING IN CHURCHES**, Dr. Valeria Parker, Chairman

SAFETY PATROLS AND OTHER TYPES OF CHILD PROTECTION, Miss Marian Telford, Associate Chairman

Special Group Conferences as called for

Fifth General Session

7:30 p.m. **PRESIDING**, Mrs. Hugh Bradford
INVOCATION, Dr. W. C. Reeves, First Baptist Church

NATIONAL CHORUS OF MOTHERSINGERS, Director, Miss Helen McBride, National Chairman of Music

ADDRESS: A MORE COMPLETE SCHOOLING, Dr. Wm. John Cooper, U. S. Commissioner of Education

ADDRESS: EDUCATION BY RADIO, Mr. Joy Elmer Morgan, Chairman of the Radio Commission for Education

THURSDAY, MAY 7

Sixth General Session

9:30 a.m. **PRESIDING**, Mrs. Hugh Bradford
INVOCATION, Rev. A. L. Williams, First Christian Church

MUSIC

REPORT OF COMMITTEES

Credentials, Mrs. B. I. Elliott, Chairman
Revisions, Mrs. B. F. Langworthy, Chairman

Resolutions, Miss Charl O. Williams, Chairman

INVITATIONS FOR NATIONAL CONVENTION 1932

AWARDS

ANNOUNCEMENTS

Seventh General Session

1:30 p.m. **PRESIDING**, Mrs. B. F. Langworthy, First Vice-President, and Mrs. Herman Ferger, Seventh Vice-President

REPORTS OF DEPARTMENT CONFERENCES BY DIRECTORS

ADOPTION OF MINUTES

CLOSING CEREMONY

8:00 p.m. **POST-CONVENTION BOARD MEETING**

The National Convention

Mrs. C. H. Thorpe, chairman of general arrangements for convention



Mrs. Scott Wood, chairman of local arrangements in Hot Springs



Mrs. L. D. Reagan, President, Arkansas Congress

MOTHERSINGERS AT CONVENTION

The Second National Mothersingers Chorus will assemble at Hot Springs, Arkansas, on Saturday, May 2, for its first rehearsal prior to the concert, which will be given on Wednesday evening, May 6. All are urged to memorize the selected choruses and bring their music with them to rehearsals.

This year an evening has been set aside for this concert.

Special conferences for chorus leaders will be held.

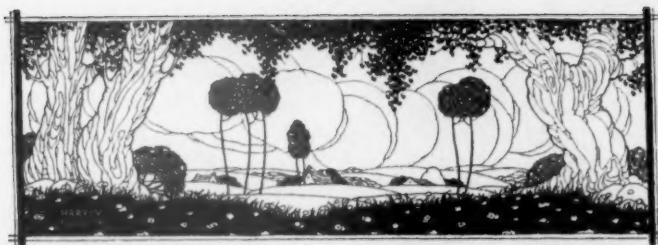
Plan to sing with us. If you have no chorus in your school or community, learn the selected numbers and join the National Chorus.

Last year the chorus numbered 350. Let's make it 500 this year.

HELEN McBRIDE,
National Chairman, Committee on Music.

MRS. B. I. ELLIOTT, TREASURER OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS, BROADCASTING TO STATE PRESIDENTS AND DELEGATES TO THE NATIONAL CONVENTION:

THE national convention opens on May 3. It is preceded by a Parent Education Conference, May 1 and 2. This schedule makes the interval between the meetings at Hot Springs and the closing of the treasurer's books on April 15 very short. Credential cards for delegates will be mailed from Portland, Oregon, on April 16—the earliest date possible. State presidents are asked to have delegates named in advance and to mail to them the credential cards as soon as they are received. If there is not time for mailing, the state president is advised to present the credential cards to delegates as soon as they arrive at Hot Springs. As the National Board of Managers meets on April 30 the presidents will arrive before delegates assemble for the Parent Education Conference.



Better Homes in America

Progress of the Movement

BY JULIA D. CONNOR

"It is in our homes and family circles that the children of each generation receive the most essential part of the training they need as men and women to go forth and meet the problems that press upon them."

HERBERT HOOVER,
Foreword to Guidebook, Better Homes in America

WHEN President Hoover called the recently convened Conference on Child Health and Protection, he challenged the scientific world to "provide a formula which would enable all those who care for children, who seek a better era, to mould the boys and girls of today into stalwarts to whom we entrust our hopes of the future." It was inevitable that in trying to arrive at such a formula, the home should have been thoroughly studied; for probably no single factor exerts a deeper influence upon the child than his home environment. Upon its physical structure depends to a large extent his health, and upon its management depend his mental and moral attitudes in later life. This is especially true in those homes where the mother is both housekeeper and homemaker. For upon mothers, more than upon any other persons, falls the responsibility of caring for and training children.

The amount of time and energy which mothers can give to the care and training of children will be governed largely by the kind of homes in which they live. And since approximately ninety per cent of the homemakers of America do their own housework, it is clear that convenient arrangement and

efficient management of homes become matters of national concern.

Once each year America takes stock of her homes to find how nearly they measure up to the standards which have been set. Houses are examined and homemaking analyzed, and upon the findings are built programs through which homes that are poorly planned may be made convenient, comfortable, and safe, and through which cleanliness, orderliness, and beauty may be brought into thousands of lives.

This annual program is sponsored by Better Homes in America, an organization of which President Hoover is honorary president and Dr. Ray Lyman Wilbur, active president. Headquarters of the organization are at 1653 Pennsylvania Avenue, Washington, D. C., where the work of gathering and disseminating information on house building, homemaking, and home care is carried on under the direction of Dr. James Ford.

That this nationwide campaign for home improvement is filling a definite need and meeting a hearty response is shown by the fact that Better Homes committees are now organized in 7222 communities located in every state in the Union, and in

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Alaska, Hawaii, and Porto Rico, while state committees have been organized in all states but one.

Parent-teacher associations have participated in hundreds of local Better Homes campaigns each year, and their interest in this vital movement will continue. For, as stated by Miss Martha VanRensselaer, Assistant Director of the White House Conference on Child Health and Protection, in emphasizing the effect upon the child of the home in which he grows to maturity, "Good homemaking demands that the woman acquire the knowledge which will enable her to create a simple, artistic home, to make good selections, and above all to bring harmony to her home."

This does not mean that homemakers must go back to school in order to acquire the knowledge necessary to carry on their work in the most efficient manner. For in hundreds of communities, even those homemakers whose training has been along wholly different lines are acquiring a fundamental knowledge of the things which contribute to comfort, convenience, and beauty in the home, through Better Homes campaigns. These programs are designed to bring knowledge of high standards in house planning, home furnishing, and home life within the reach of families of modest means, and through participation in such programs standards are being raised.

The home improvement program this year has an added significance, for through it in many communities steps are being taken to meet the present economic situation. Home owners whose incomes have not been reduced are taking this occasion to help in the unemployment situation and at the same time enhance property values by having necessary repairs made now. Others, whose source of income has been removed, are using their time in making necessary repairs or alterations in their own homes which require only labor, thus serving a double purpose—that of sprucing up the house and premises and keeping up the individual and family morale.

Another important phase of the Better Homes movement is the part being taken by the organization as a whole, and by state

and local committees, as a result of the President's Conference on Home Building and Home Ownership. In instructing the planning committee for that conference, President Hoover said, "Adequate housing goes to the very roots of the well-being of the family, and the family is the social unit of the nation. It is more than comfort that is involved; it has the important aspects of health and morals and education and the provision of a fair chance for growing childhood."



Mrs. J. T. Fisher

THE Tennessee state branch and the whole National Congress have met with a great loss in the death of Mrs. J. T. Fisher, state president of the Tennessee Congress, who passed away at Memphis on January 11, 1931.

Her many services to the parent-teacher organization during a period of nineteen years endeared her to her co-workers in the cause of child welfare. As a local and county chairman; a local, county council, and district president; and as state vice-president she gave loyal and efficient help. In October, 1929, she became president of the Tennessee Congress.

Her broad interests included also the Girl Scout organization, in which she was at one time captain of a troop; and the Red Cross, which she served as a chairman.

April, 1931

More Adventures of the Fink Family

BY GARRY CLEVELAND MYERS

VII

FHE first thing Father Fink thought of on awaking was Phyllis. When she came downstairs he greeted her with unusual tenderness; so did Mother Fink.

It was a happy breakfast. Father lingered comfortably to read the morning paper. Phil and Phyllis chuckled over the comics. Mother left the table and sat in the easy chair relaxed.

"Oh, yes, Mother, you said last night you were going to tell me about your plan —you remember, don't you?"

"Oh, yes, I do."

Just then four children on their way to school came up on the porch. They had stopped for Phil and Phyllis, who began to scurry to make ready.

"Where's my cap?" said Phil as he wandered about the house looking for it.

"Where's my arithmetic home work?" inquired Phyllis.

"I'll look for the cap," suggested Mother Fink, "and you, Andy, help Phyllis find her arithmetic."

"We'll be late," complained Phil.

"That means half an hour after school," added Phyllis.

"I don't see why we should help you kids find your things," the father grumbled as he ambled aimlessly about pretending to be searching for the paper.

Phil became excited; Phyllis, frantic.

"I should think you would put your home work in a place where you could find it," Father Fink said as he grew more angry. That helped a great deal, of course. Anyway it made him feel better; Phyllis, worse.

"Here's my cap," called Phil from the basement.

"But my arithmetic home work," mourned Phyllis, breaking into tears.

"Better go without it," Father Fink advised in a growl. Weeping, Phyllis was about to go, when from the kitchen she heard a little voice and a patter of feet: "Phoebe dot it."

It was torn and crumpled. While Phyllis cried and suffered, Father Fink whined out another lengthy exhortation which was heard only as a painful noise.

At last off went the Fink pair of children not at all happy.

"There! another morning!" sighed Mrs. Fink as she closed the door and sank back into the chair.

Both parents, feeling out of sorts and half angry at each other, had forgotten the plan for helping Phyllis with her arithmetic.

The day ahead for the Fink pupils was not very promising; nor was it for the parents.

It was a bad day at the office, too, for Father Fink.

"Did you mail that letter I gave you this morning, Andy?" was the first thing he heard on his return.

"Oh, my!" he exclaimed as he pulled it from his pocket.

Mrs. Fink ventured to say nothing more but took her feelings to the kitchen.

Phoebe got her usual hug and kiss, and began to jabber unnoticed. Phyllis stopped her music practice to welcome her father, but he only gave a grunt, made a bee line for the desk, fumbled through the mail, looking at the postmarks and return addresses, tore one open, and read a telegram, while Phoebe and Phyllis vied with each other to get his attention. But they might as well have been two posts. Soon Father

CHILD WELFARE

Fink ascended the stairway to prepare for dinner.

"Drip, drip, drip," he heard the faucet say, and this added to his irritation.

"Get ready for dinner, Phil," his mother called down to the basement.

The dinner was begun in silence, broken soon by Phoebe's yarns about her fancied "Captain Ben." Phil broke in, then Phyllis, and soon a quarrel began between the older children. The radio was shrieking, too, as the contesting voices grew louder and louder. Phoebe tried in vain to get attention and at last upset her tray on the floor. Mother Fink cleared up the mess while Phil and Phyllis kept on quarreling.

"Keep quiet, kids," the father yelled, and there was a calm, followed in less than half a minute by another violent storm.

The telephone rang.

"It's for you, Daddy," Mother Fink informed him quietly as she held out the receiver to him.

"This is Andy Fink talking—Oh, yes, it's you, Bill!"

"Did you hear about Percy Chub?"

"No; what was it?"

"It was ladies' visiting day at the luncheon club today, you know. The mayor had his wife, and Mrs. Kleet, Mrs. Van Noststrand and Mrs. O'Keefe were there, too, with their husbands and a good number of the female uplifters from the Heights. Percy Chub had gone home for his wife and changed to his 'glad rags.' They arrived last of all. He was just going to take his seat when all at once the fellows roared with laughter. A lady's stocking was hanging from under his coat tail, at least about six inches of it."

Mr. Fink began to laugh. "That's a good joke on Percy." He hung up the telephone and laughed uproariously. When he told the story Mother laughed. Phil and Phyllis laughed. Phoebe laughed and Fido barked.

When all had quieted there was no more quarreling. Every one was in a peaceable frame of mind. Now and then Father Fink would laugh aloud when he thought of Percy Chub. He lit his pipe and looked comfortable.

Mother sat back on the davenport with Phil on one side and Phyllis on the other. Phyllis read her favorite funny; Phil read his, while Phoebe wheeled her blocks across the floor in her little wagon. Every now and then Andy chuckled. He thought of another story he had heard that day and told it to the delight of all.

"We have fine children, haven't we, Daddy?" Mother said as she put her arms about her two older ones, and Phoebe ran to share the affection.

"Phyllis certainly is doing well in music."

"And my arithmetic."

"Yes, Phil, and we are glad."

Phyllis wasn't. "I want to show you something," she exclaimed as she ran to her room.

While she was away Mother Fink said tenderly to Phil, "Now we have had such a happy evening. Dad and I are going to help Phyllis with her arithmetic. You can help, too. You see arithmetic is very hard for her, and when you show your perfect papers and boast about your successes, she feels very blue."

"I know what I'll do, Mother. I'll go to the basement and work at my boat while she does arithmetic. I'm going to be careful not to say a word about my good grades!"

"Fine, Phil, my boy," said Dad Fink, much pleased.

Phil skipped off happily to the basement, and Phyllis came down with her drawings. Her parents enjoyed them with her, and praised her work.

"Mother has thought out a way to make you happier over arithmetic."

Phyllis waited in suspense.

Mother went on: "Dad and I have thought and talked together a great deal about your arithmetic. We know that you have suffered and that we have made your worries more instead of less. We are going to promise that we will never let ourselves grow angry with you and that we won't scold. We have promised each other that as soon as we feel ourselves the slightest bit annoyed we will walk away and let you alone."

Phyllis looked up with a smile that greatly touched her parents.

"We know what your trouble is, my dear. You have to count when you add or subtract, and you are so confused sometimes that you are not sure what you are doing. We are going to help you to learn these number facts. First we will begin with the addition facts. Phil has promised never to tease you or say an ugly word about your arithmetic. He wants to help you, too, and he is just as sorry as we are that all of us have made you so unhappy."

Father Fink, who was listening patiently and sympathetically, quietly suggested:

"There are only a hundred of the addition facts and a hundred of the subtraction facts, and you already know the easy ones."

"Only a hundred of each?" said Phyllis in surprise. "I thought there were a million."

Mother took a pencil and wrote 8 on a sheet of paper, 9 under it, and drew a line, under which she wrote 17. "You see, Phyllis, we say 8 and 9 are 17. Just say it over and over to yourself until you know it. When you are sure you do know it, put your hand over the answer and try to give the answer to yourself. Now we will write in the same way, 6 and 7 are 13. See, Phyllis? Take your own time, look at the whole combination and the answer as often as you like. Don't hurry, don't guess; be sure you never make a mistake."

"Why, that's easy. Give me more of them."

Mother did; and in about five minutes Phyllis had learned four of the hardest facts which she had been counting out for three years.

"I have an idea, Mother. I'm going to Joe, the printer, and ask him to cut some nice neat cards about two by three inches. On one side we will write, just as you did, 8 and 5 are 13. This will be the study side. On the other, 8 and 5, without the answer. This will be the testing side."

"That will be great, Daddy."

"Enough for tonight," suggested Mother Fink, but Phyllis begged to go on until she had learned seven of these facts. Phyllis could hardly wait until the next evening. After dinner Father and Mother sat down with Phyllis and put the numbers on the

cards. Phil tried to read but he wanted to help make the number cards, and was allowed to help. Even Phœbe did her bit as she stacked them in a pile.

Soon Father Fink challenged Phil to a game of checkers, while Phyllis taught herself six more numbers after reviewing the old ones she had learned on the previous evening. Mother Fink found two rubber bands, and Phyllis put one around the pile of cards she knew and another around those she had not learned. She hummed a tune as she sat on the floor learning from the cards. Never had she been happier.

The task of Mother Fink was to keep Phyllis from attempting too many new ones, from hurrying, and trying herself out on the testing side of a card before she was sure of the answer.

"Never hesitate to turn the card to the learning side when you are not very sure," she softly cautioned Phyllis.

That night the Fink family one by one went to bed very happy, particularly Phyllis. Six evenings later on returning from a dinner party Mother Fink told Father Fink that those arithmetic cards were the greatest blessing that had ever come to the family.

Within eight days Phyllis had learned all the addition facts without making a single error, and in nine more days she had mastered the subtraction combinations. Father and Mother Fink had kept their promise never to grow angry at Phyllis when she was learning arithmetic. They even extended their practice of self-control while she was learning other things and applied it also to Phil, Phœbe, and even to Fido.

On the way to work it occurred to Father Fink that he had sometimes said to Mother Fink and to the children: "I should think you would have known better." He then and there resolved to break himself of this habit. One evening Mother Fink, when very tired and nervous, said to Phil, "I thought you had more sense than to do that." But she caught herself and begged his pardon.

Four weeks later on Thursday evening
(Continued on page 511)



A typical view from camp

Now that camps have become such well recognized educational institutions, "Shall I send my child to camp?" and "How shall I choose a camp for my child?" are two questions which are constantly arising.

Many parents feel that if a child has a large space in which to play and companions of his own age, life in a summer camp will add little to his experience. Even for children so fortunately situated, camp life is a happy and valuable experience. For the child who lives in a city apartment and who must have his play life under crowded conditions, camp life has left the realm of luxuries and has almost reached the stage of a necessity.

Even one, two, or three weeks of camp will give never-to-be-forgotten contacts with outdoor life. A season will give the background for developing all of those skills which make for success in outdoor living and those which make for success under city conditions as well. Children learn to eat nourishing food in adequate quantities at set hours, to have a regular schedule for exercise, sleep, and rest, and to be clean. They learn to be orderly, to take care of their clothes and other belongings, to assume responsibility, and to get along with other people. These and many other good habits are formed, in addition to learning how to make a fire, how to stay out of doors a few hours for a picnic or several days on a trip, and how to enjoy the

many outdoor sports which camp teaches.

Great stress has been laid upon the wise use of leisure. Camps train children to fill leisure with wholesome outdoor activities and to make closer contacts with nature. Fewer movies and other overstimulating and exciting entertainments are needed for children who have learned to understand and love the out of doors.

If a camp experience is possible for your child, it is wise to let him have it. Until the past few years, the tendency was to send children to camp when they were eleven years of age or older. The age at which children attend camp has dropped each year until now it is no uncommon thing to have five- and six-year-olds in a Junior Camp or in a Junior section of a large camp.

How shall I choose a camp for my child?"

If the child is ten years of age or under, there are certain things which should be found out about any camp which the parent is considering. The camp director and the counsellors are the most important part of the child's camp experience. Well trained counsellors who know about young children and who are as fitted to give character education as they are to direct plays, games, and occupations for young children are essential if the child's stay in camp is to be profitable.

April, 1931

It is not sufficient to have splendid counsellors if they are inexperienced. The counsellors who have charge of young children should be trained to deal with them. Just as the same educational principles and the same curriculum cannot be applied to children of kindergarten age and to children in the second, third, and fourth grade, so the same camp activities for younger and older children are inadvisable. Young children should be left free for longer periods. They should be allowed to invent their own games even if these seem silly to counsellors not trained to take care of children in the period of early childhood.

Does the camp provide games and occupations suitable for children nine years of age or younger? The group games which are characteristic of activities in most camps and the tests of skill which are also characteristic are not suitable for children much under nine or ten. Young children like to play at baseball if not too much is required of them, and they like to learn a little track form just because the older children in the camp are doing these things, but the whole program should not be built around these subjects.

Nature study is fascinating for children of six, seven, eight, and nine years. Short walks during which plants and flowers are studied, with book plates to identify them, are always interesting, but so are doll and house plays and building cities in the sand under not too close supervision. Gardens in which the children can dig, pets which the children can take care of, and low trees which can be climbed without harm, are almost essential.



NEXT to director, counsellors, and schedule should come questions of housing. Tent camps which conform to good hygienic standards are not harmful to older children, but except in dry climates, young children should probably be housed in well roofed shacks with board floors. These shacks should contain fully equipped lavatories with running water. The health con-

ditions of the camp to which young children are sent should be above reproach. It is a well-known fact that younger children are somewhat more susceptible to colds and contagious diseases than are older ones. Each child before he enters camp should have a complete physical examination, which should indicate the latest period at which he has been exposed to a contagious disease. No child who has been so exposed should be allowed to enter camp until after the latest



A sloping beach is good for sand play and water sports.

date of the period of possible incubation.

Next to the physical examination and guarding against the possibility of contagious disease should come the health precautions during the child's stay. The daily schedule should be closely supervised. Regular habits of eating, sleeping, washing, and going to the toilet are as important for camp life as they are for home life. Camp for the young child should provide such supervision of these activities that the good habits set up at home may not be lost during the eight weeks in camp, but are on the contrary strengthened.

Food should be carefully chosen with a view to good nutrition standards. Underweight children should be built up, and children at average weight, kept up to standard. There is no excuse for such poor supervision in camps that a child loses weight during his summer stay.



In general, camps for young children should be small, since young children require a larger amount of care and supervision than do older children. There should



A quiet morning is followed by active sports in the afternoon.

be opportunity for this close supervision and care at camp as at home. Young children should be given as much freedom as is compatible with safety, but they should be supervised enough to keep them from "getting into mischief" or being injured.

A young counsellor with an experimental viewpoint once asked the director of a camp if she might let the young children do exactly what they wished to do for one whole morning without any check. She was told to give them freedom but to keep her eye upon them enough to see that they got into no mischief. When they heard that they were to be free to do what they liked, their first activity was to seek out an enormous hornet's nest and begin to throw stones to see which one could first knock it down. Needless to say, they were rescued at once. Had they been left entirely free, serious consequences might have followed.

Then, too, large camps tend to be over-stimulating for young children. There is so much going on and there are so many people to watch and respond to that children get a sense of hurry and over-activity.

Young children should be trained to swim, but it is well to look carefully into the place provided for these swimming lessons. The beach should slope gradually, and there should be no holes and no strong current. These requisites are essential. It is very easy to frighten young children in the water, and the danger of accident is great if the swimming place does not conform to the requirements listed above. In addition to these requirements, not too

many children should swim at once, and those who are in swimming should be supervised by one person on the beach, one in the water, and one in a boat on the water. This supervision should help to give children a sense of security. Mr. Whitney, of the National Safety Council, has suggested certain standards of safety for swimmers. Good camps should conform to these standards.



FOR the older child, the first requisite is again the counsellors. A camp is as good as its directors and its staff. The counsellors should be people whom you would wish your child to imitate. As with the younger child, imitation is one of the major processes by which learning goes on. The counsellors should have the ideals which you would wish for your child, and such personality traits and training that they can not only take care of the children well and give them good form in sports but help in character education in general.

Next in importance for older children, as for younger, come the health conditions of the camp. With the older child, tent camps are possible, but these should be dry and should provide sufficient lavatory facilities for the entire camp. The food should conform to such nutrition standards as would be expected of the best home. A resident nurse or some other health officer should give full time to supervising health conditions in any camp for children, whatever the age limit.

With the older child, as with the younger,

a physical examination is essential, since every child should have individual care which builds him up in line with his special abilities and disabilities.

The schedule should not be too rigid. It should allow sufficient time to play or rest, or just to think. Camps in which schedules are so rigid that the child is rushed rapidly from one activity to another train children to wish to be amused at all times. No child develops resources within himself unless he has time to do so, and children who have developed such resources find their good habits interfered with at camps which schedule them for activities from morning to night without giving time for rest or thought.

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THE daily schedule for a summer camp might be somewhat as follows:

A. M.	
7.00	Bugle for rising
7.30	Flag raising
7.40	Breakfast
8.15 to 9.15	Tidying rooms and other morning tasks. No scheduled activities
9.15	Chapel or assembly
10.00	Sports, riding, canoeing—for older children Nature study, games, free play—for younger children
11.15	Dress for swim—for younger children
11.30	Swim and dress Brief rest before dinner
P. M.	
12.30	Dinner
2.00 to 3.00	Rest hour
3.00 to 4.15	Sports or craft—for older children Craft, games, free play, canoeing, riding, training for form in track sports—for younger children—followed by rest, after which they wash and dress for supper
4.15	Swim—for older children—followed by rest, writing letters, social hour, or any other unorganized activity
6.00	Supper

This schedule is given merely as a sample. There are many others possible, but most of them contain the activities outlined

above. The schedule usually varies somewhat from day to day. When sports fill the morning, craft, canoeing for form and to learn strokes, or some other relatively quiet activity is likely to be placed in the afternoon. When quiet activities fill the morning, more active sports usually come in the afternoon. Hikes for a day, overnight trips, or walking trips for two or more days are planned for the older children, after they have learned camp technics; and water trips, after they have passed the necessary swimming and canoeing tests.

In general, the schedule for very large camps tends to be less susceptible of changes in line with individual choice than in small ones, but individual differences in children's interests and capacities are recognized in all good camps.

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THE end of a full season in a camp which has good standards should mean for a child better health, better habits, and a great many happy experiences, but the parent should not expect any camp to make a child over.

The parents of an extremely rowdy boy with unspeakable table manners, but high ideals, expected that at the end of eight weeks their son would return to them perfectly behaved, a quiet, refined young gentleman with faultless table manners. Needless to say, the child's ideals remained on a high plane and his general behavior improved, but he was not made into a perfect gentleman in eight weeks. Even if he had been, the complete cooperation of the parents would have been necessary if the good habits set up in camp were to be transferred to his home life.

Camps are not panaceas for all ills, but they are great educational institutions which will not only aid in a child's training but give him many joyful experiences to look back upon for the rest of his life.



Training Our Children

For Study Groups and Parent-Teacher Associations

Why Children Differ

 'VE been wondering why I have so much more trouble with Sam than with Mary and Richard in some ways, and yet he is so much easier to handle than they are in others. Of course, I know they don't look alike. Perhaps they're different in other ways, too," remarked Mrs. Brown to her husband after a troublesome day with the children.

Mrs. Brown was merely expressing what every mother knows: that children are different, even one's own children brought up in the same home. Some of these differences are noticeable at birth; one baby is husky while another is more frail. A very young baby may show a good deal of interest in the people and things about him or he may be quiet and seem to care little about what happens to him. Many of the things about your baby that make him different from every other baby show during his first few months, and as he grows older he becomes more and more different until you think of him as having a personality of his own. Every parent is more or less aware of these differences, but like Mrs. Brown she may be a bit puzzled when all of her children do not behave in the same way.



NOT only are children born different, but we increase their differences by the way we treat them. Unconsciously Mrs. Brown treats Sam in one way and the two other children each in a different way. When Sam is untidy, Mrs. Brown says, "You're the mussiest child I ever saw. When will you learn to be careful?" When Mary forgets to hang up her clothes, her mother remarks, "I must say you are old

BY FLORA M. THURSTON

enough to know better," and delivers a lecture on the spot; but when Richard drops his hat and coat in the middle of the floor, the family says, "Isn't Richard the cutest child you ever saw?" and then picks them up.

Is it any wonder that Sam has learned to be defiant whenever he spills food at the table, that Mary has learned to be particularly careful of her clothes and afraid her mother will scold her, and that Richard is as happy, smiling, and carefree as he was as a young baby? Someone will always have to pick up after Richard; he has never learned to accept responsibility.

Some children naturally do some things better than other children do them. One child in a family may learn to read very well at six years, while another may not read well until he is seven or even eight. To one child arithmetic is easy, to his brother or sister it may be hard. In the Brown family, Sam is always awkward. He spills his food, knocks against the chairs, and can't drive a nail without turning it over, and he is slow in reading. Richard is just the opposite. His bib was never as soiled as Sam's even when he was a baby and at three years he can hammer a nail almost as straight as his father can.

Mrs. Brown doesn't realize how she has helped to make Sam even more awkward by shouting at him every time he knocks something over, "Why don't you be more careful? You are such a clumsy child!" Sam never has a chance to forget that his feet are too big to suit the rest of his body, and he never knows what it means to be told that he can do anything well. Richard, on the contrary, is surrounded by approval. Everyone likes to praise him because he has

such a sweet smile and always looks so cute when he holds a hammer in his hand.

When Sam brings his report card home, it is the same story every time. Sam does well in everything except reading. He is at the head of his class in arithmetic and he makes high grades in spelling, too, but he is always near the danger line in reading. Sam's teacher never praises him for the work he does well because she is afraid he will become too sure of himself and not work as hard as he should on his reading. When Sam's mother sees his card, she feels so disappointed over his one low grade that she bursts out, "I don't see why you don't do as well in reading as Mary does; I believe you're just lazy!" Whereupon Sam shuffles out of the room muttering, "Why do you always scold me? Mary never has a decent grade in arithmetic and you never say anything to her." Sam is gone before Mrs. Brown can explain that arithmetic is always harder for girls and they shouldn't be expected to do well in it; all of which isn't true, but Mrs. Brown likes to think it is.

Every afternoon Sam joins the boys of the neighborhood in the vacant lot where he is the leader of the gang. They all think he is a big fellow because he can think of so many exciting things to do. Sometimes they get into mischief as they did one day when they broke several windows in an empty house near by. Sam knew he was doing wrong, but he enjoyed feeling important and knowing that the boys liked him and thought of him as a hero. Of course, Sam never tells his mother how much he wants to be liked and praised for doing something well. It never occurs to Mrs. Brown that Sam is really sensitive underneath all his hard-boiled exterior and that he would rather have the approval of his family than that of anyone else.



MRS. BROWN'S neighbor is always puzzled because her children are so different from the Brown children. They talk about them whenever Mrs. Smith comes over to use the telephone. Usually some of the children of both families are within

hearing distance. "My John never will do anything the instant I tell him to, the way your Mary does," Mrs. Smith complains. "He either declares outright that he won't do it or he says he has something else to do." Mrs. Brown knows that Mary is not always as good as Mrs. Smith thinks she is. Usually she will do what her mother asks, but she does it as a favor. When she is tired she complains and wants someone else to do it. Mary knows that Mrs. Smith thinks she is a model child because she hears herself discussed, while John, who knows all too well that he is being compared to Mary, thinks she is a goody-goody girl and wouldn't be like her for the world. John really thinks that he isn't as good as Mary, and so he tells tales on her at school and teases her whenever he can. Nothing Mrs. Smith does seems to have any effect on John's disobedience.

John's younger brother, "Sonny," is almost as hard to handle as John, but Mrs. Smith has discovered that whenever he refuses to obey, she can win him over by cooperating with him. Now she never gives him a direct command because she knows he will resist it. Instead, she tells him that if he will do this or that to help her, she will have time to do something with him.

Mrs. Brown never has any trouble with Richard. He is just at the age when a child likes to please other people, and so they play along with him and he never has any desire to disobey.

Children differ greatly in the way they respond to handling. Sensitive children may become submissive and never develop personalities of their own if they are controlled too much, while other children strenuously resist a strict régime. Still others appear to be entirely untouched by any rules or outside authority and go a way of their own.

The Brown children show all these differences in regard to punishment. Mary is very sensitive and is easily hurt by scolding. She is almost too careful about doing exactly as she is told and never has to be spoken to more than once. A little punishment goes a long way with Mary. Sam is just the opposite; although he is sensitive, too, he resists every kind of punishment and seems

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never to be the better for it. It seems almost as if he was more determined to disobey after a punishment than he was before. Punishment to Richard seems to mean nothing at all. He always comes through smiling and apparently unaware that he has been deprived of anything.



No doubt some of these differences are due to the fact that Sam, Mary, and Richard are different in temperament. Sam is high-strung and noisy, Mary is intense and quiet, while Richard is relaxed and easy-going. They are probably different, too, because they are treated differently. When Mary was late in coming home from school, her father needed only to speak to her. Mary is his favorite child and she would do anything to avoid displeasing him. Mrs. Brown never likes to punish Richard because he is her baby, but when she does, she pets him afterward and he scarcely knows that he has been disciplined. The situation is quite different with Sam, for he is just a noisy, rollicking boy who is no one's favorite child. He has to face the world alone. No wonder he is resistant when he is punished.



PARENTS may be troubled at times about differences in children, but they should also be glad because of them. What parent would want any two children alike except, perhaps, in their routine habits? We may

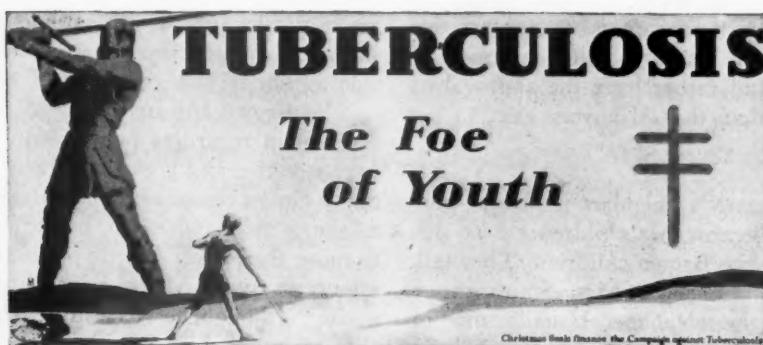
want our children to eat and sleep at regular times and to like the same kinds of wholesome food. We should try to cultivate in them certain health habits and ways of behaving that will make life safer and easier for them, but apart from these, do we not want our children to be different, each with a unique contribution to the family? Do we not find that our greatest joy in rearing children comes from our efforts to train these special abilities, and that our greatest pleasure is in making the family life a rich experience for ourselves and them by means of just these differences?

QUESTIONS FOR GROUP DISCUSSION

1. How do your children differ in their physical habits, their school work, and their play with other children?
2. What special traits do your children have which are undesirable? How could they be made desirable by treating the child differently?
3. What special things can your children do which would add to your family life? How are you helping them to develop these abilities?
4. In what ways is it desirable for children to be somewhat alike? What are the advantages of being different?
5. How can parents help children to understand how far it is desirable for them to be different?
6. In what ways can the home help the school to cultivate desirable differences?

SUGGESTED READINGS

The Management of Young Children, Blatz and Bott, William Morrow and Company.
The Child from One to Six, A. H. Arlitt, McGraw-Hill Book Company.



Who Are the Children of the Nation?

BY AIDA DE ACOSTA BRECKINRIDGE

THEY are the children of rich and poor, normal children and handicapped children, gifted children and dull children. Some of them bear burdens of work beyond their years and are in danger of exploitation. Some of them, in the next year, will be sick with sicknesses that could be prevented. Some of them have the wide stretches of country in which to run and play and swim and fish; others must play in the city streets where the hazard of accidents shadows their heedless steps. Many of these children go happily and normally from home to school in the morning and back home at night; but many others are runaways from school, the childish truants

from whose number the delinquents of tomorrow will so largely be drawn. The children of our nation are sheltered most often in the homes of their fathers and mothers; but they live also in institutions and in foster homes. They are forty-five million children, differing in circumstances, personality, opportunity, and ability, but each possessing the gift of life and each endowed with inalienable rights to fulfill to its maximum his capacity for health of body, mind, and spirit and to enjoy the happiness that results therefrom. Whoever they are, whatever they are, wherever they live, they are our children today and the nation's citizens tomorrow.

Therefore each of us is challenged on May Day-National Child Health Day to take a share of responsibility for the health and protection of the children in our midst and to secure for them the rights named in The Children's Charter as the first rights of citizenship.

National Child Health Day

The State and Provincial Health Authorities of North America endorsed the Keynote for May Day—National Child Health Day, 1931, and selected two major points for emphasis in their May Day Program. The following is their

RESOLUTION

THE May Day-Child Health Day Committee of the Conference of State and Provincial Health Authorities of North America met at the headquarters of the American Child Health Association in New York City, December 19 and formulated a May Day-National Child Health Day Program for 1931.

It was the unanimous thought of the Committee that the program for 1931 should be based upon the findings of the White House Conference on Child Health and Protection, which have been expressed in the nineteen fundamental points adopted by the White House Conference and now known as The Children's Charter.* The Committee adopted as the keynote of the May Day-National Child Health Day Program, "Community Responsibility and Cooperation for Child Health and Protection."

The Committee recommends that this community responsibility and cooperation can be made most effective by the promotion and support of, first, adequate full-time community health service in cooperation with the medical and dental professions, with special emphasis on the needs of the infant and preschool child; second, an adequate school health program adapted to meet the needs of each community.

DR. WILLIAM F. KING

DR. B. B. BAGBY, for DR. E. G. WILLIAMS

DR. A. J. CHESLEY, *Executive Secretary*

DR. S. J. CRUMBINE, *Field Secretary*

* See Children's Charter, page 480.



WHAT, please, is a Children's Museum?"

It is two little boys bearing cardboard boxes punched full of holes and tiptoeing softly so as not to joggle the reptilian con-

tents too much, lest those contents escape.

It is a teacher with a busload of eager children hurrying up worn stone steps to get first glimpses of "Molly," the baby elephant, and the much-patted baby moose that stands immobile in a lower exhibition room.

It is a case of 150 coins collected by a sea scout, classified, labelled, and proudly "loaned" to the Museum for an indefinite period.

It is three small girls peering and pointing at a huge doll's house built and furnished in the colonial period and set in the middle of a doll room.

It is an old lady with a framed collection of pressed seaweed to present to the Museum collection; a boy out in Michigan,

What Is a Children's

A Description of the Children's Museum of Boston

writing to suggest an exchange of New England minerals for Michigan minerals with young museumites.

It is 36,000 visitors in ten summer weeks, nearly 6,000 of these coming from the playgrounds of Greater Boston for a tour of the most interesting exhibits, lunch on the lawn, romping and games with the playground teachers, and movies ("Free!") in the afternoon.

A children's museum is, in other words, a cross section of the curiosity and the hunger of humanity for knowledge, that is interesting knowledge about the world it inhabits—but it is more than this, oh, so much more!

Physically the Children's Museum of Boston is divided into a large lower exhibition room and a second upper exhibition room to correspond, with a lecture hall, a reading room, and a popular doll room

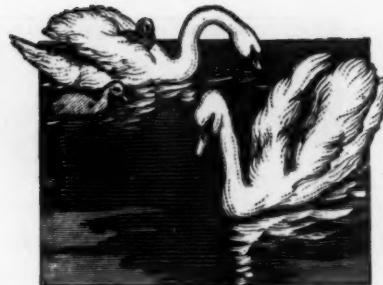


Young scientists
on a field trip



Museum?

BY CATHERINE C. LEACH



thrown in. On the lower floor the cases are given over to natural history displays—mammals, as big as "Molly," the baby elephant—butterflies and birds, even a stiff-necked ostrich—shells in gleaming profusion—minerals, beautiful though uncut—reptiles (that careful which halts the small boy at the threshold)—models of prehistoric creatures—all these with habitat displays showing animals in their natural surroundings, on the natural history floor.

A wide staircase with several foreign displays on the landing leads to the second floor given over to ethnology. And when one can travel through the Philippines (exhibit) to Labrador, on to Japan, China, Egypt, back to North American Indian days, and into the era in which the covered wagon was spreading American settlements over a continent—when one can travel about with one's eyes so quickly as to flit from country to country, from era to era,

it is possible to understand how the floor given over to the study of foreign peoples is arranged with cases in close array, full of fascinating foreign things.

In a small reading room there are travel books, maps, and bulletin boards with clippings of Museum interest. And in the lecture room—

Just now the lecture room in its fresh coat of paint is gay with pressed leaves mounted on cardboard for a series of talks on trees—"Know the Trees by Their Fruits," to be exact. And in the lecture room, possibly, as nowhere else one finds one of the obvious answers to the question, "What is a Children's Museum?"

The Children's Museum of Boston is at one and the same time a school, a club, a recreation center, a library, a motion picture house—and a museum! It is not to be thought from this that the Children's Museum deliberately tries to be a jack-of-



The Baby Moose entertains a visiting group.



Courtesy Boston Traveler



© International Newsreel

Nature-lure class learning to mount butterflies

all-trades and a museum last of all; it is, rather, that this particular museum finds it can serve, and serve most widely, by incorporating the compelling features of certain other types of organizations, to carry out its work.

There must be school work in the talks given to classes from neighboring grade schools, work that supplements and vivifies what is done in the grades. Few grade schools could very well have on hand tanks of sea water with real whelks' eggs hatching in them, or sea anemones, snails, starfish! Few schools are equipped for the study of birds with illustrative stuffed birds of all varieties to display to classes. A museum for children can capture the child's interest when he reaches the point where there must be objective teaching to bring facts home most effectively.

Club work has its place in a children's museum through small groups of boys and girls who club together to study nature or collect coins or exchange stamps, who even go so far as to write, edit, and publish a nature magazine (more of this later). The very word "club" has a connotation of camaraderie which appeals to the young mind and the clan spirit, and brings out for voluntary, regular attendance good-sized groups to study things never learned

in school, though they may be, and no doubt are, in the textbooks.

In a large city like Boston it is fitting that a museum for children should be set on the banks of a lovely little pond with impassive swans gliding across it and wooded banks sloping down to its edge. The location of the Children's Museum of Boston, the wide lawns around it, its spacious, sunny, stone terrace all make it a recreation center in the outdoor months. How much better for children to commune with the world of nature out at the Museum grounds, than to stifle in cheap movie shows the spirit which the Museum can awaken in its recreation center capacity!

A living library is what the Children's Museum prides itself on being. This is not a reference to the small reading room, but to the "open book" of the cases full of objects all labelled with entertaining storytelling labels. There must be a way of "reading" the exhibits, and with the clear, carefully worded labels to help on the one hand there goes the series of Museum Games on the other. Hour after hour, day after day, the "reading" of the Museum goes on through the "games."

A Museum Game is really a lesson about —well, let us take minerals for example. The player gets a printed list of questions

and pausing before a case begins to find the answers. That beautiful green chunk of rock, what is it called? Is it precious? Where can it be found? That pearl, among the other birthstones for each month, is it a mineral, after all? Or the birds—if the humming bird is the smallest, what bird is the largest? Question and answer with credits granted for good work done on "the games"—it never enters the youthful head that these "games" might really be lessons!

And why shouldn't a children's museum vie with the movies and have a few films of its own to show, such as "A Swiss Boy on Vacation," "Australia's Wild Northwest"—with live cannibals!—"Sea Life," "David Goes to Baffin Land"—ever so many interesting short reels of interesting folk and creatures doing different and therefore interesting things? Motion picture talks on week-ends, and daily for playground groups in the summer, put the Children's Museum in the movie house class—but with what a difference!

Finally, the Museum is—a museum! But it has striven so long to be anything except the old dry-as-dust type of the past, it sometimes stops to wonder if "museum" isn't too musty a word for it. Of course not, with the strides made in museum management in the last few decades! A museum is no longer a storehouse for dead objects; it is, or should be, a clearing house for living interests. At least, on the verge of its eighteenth birthday that is what the Children's Museum of Boston hopes it can claim for itself.

The procession through its doors has widened from a few nearby children coming to look at one case of minerals and an-

other of stuffed birds, to 150,000 young people and adults coming to gaze at and learn from a building full of varied exhibits, some permanent, some current, on display during 1930. Coming, too, for the wide range of museum activities for which never a cent is charged!

As for the nature magazine put out by a score of boys and girls, none over 16, it is the second of its kind in the country, and its only other contemporary was modelled after it. "Our Hobbies" gives in its name the tenor of the magazine—for it is just



Members of the Travel Club studying volcanoes

that, a self-expressive record of the hobbies of nature-loving boys and girls.

So we have the very answer we were seeking to our question, "What, please, is a Children's Museum?"

It is a place and a group of workers called a "staff" which can fit children all the better to enjoy this curious world by helping them to find a key to its secrets through their hobbies.

A Children's Museum is really a hot-house for hobbies!

A CHILDREN'S museum to contain toys and clothes of children of all races from the earliest times down to the present is being planned by the children's museum committee of London. A fairy-tale room, a folk-lore room, and other pleasant places of education and entertainment are also to

be included in the enterprise, which will seek to bring together all that can foster creative power and love of beauty in the children, arouse their appreciation of heroism, and encourage their emulation of all the finer human qualities. Prominent educators are interested in this project.

New Methods in Teaching

BY VERNE P. SKINNER

NEW lamps for old!"

It has always been an alluring cry. No wonder the wife of Aladdin was eager to give up the tarnished old lamp for one of new and shining brass. And yet we humans have a curious fashion, like Lot's wife, of looking backward.

We question.

Is our new move a forward one? Is it right? And we always cling just a bit wistfully, a bit reluctantly to the old, though the old may have served us but indifferently well and have long since outlived its uses. We do want to be very sure that we are not giving away the *magic* lamp for one of common brass, especially when that lamp lights the way for the feet of our children.

We have new ways, new procedures, new methods in our teaching today. The educational field has profited more than any other by that newest of all sciences, psychology, the study of the human mind. By it, particularly as it is applied to child study, we have been able to measure, weigh, and test the old methods, and to discard, improve, or adjust them to fit the changing conditions in our mode of life.

Outstanding in our changes in methods are three departures:

1. Educating to Capacity
2. The Laboratory Method in the Recitation
3. Recognition of Reading as the Basic Subject

Educating to Capacity

We all remember the Greek legend of that hospitable but rather narrow-minded soul, Procrustes. He, as you will recall, kept a bed ready for all comers. But alas, if the guest proved too short, he was stretched to fit his pallet. If he proved too long, he was simply lopped off.

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Our educational system has developed through pioneer days in much the same fashion. A certain fixed, hard and fast course of study was made, certain requirements established, and every child *had* to qualify and no more. If the child was slow in attainment, he must be "hounded" and "stretched," but if he was brilliant and rapid, he was simply held down to the level of mediocre accomplishment. This was the equivalent of the "lapping-off" process.

I remember when I was a young teacher in Nebraska that a wise and experienced educator addressed us in "Institute," as we called our annual conference of one week. He said: "The children will approach education as they would come to a spring. Each will bring his vessel to be filled. Some will bring only small cups, others pint measures, some quarts, and some even pails. And each will carry away no more than his vessel will hold. Surely it would be unfair to expect the child with the small cup to carry away as much as the one with the pail. Yours is the task to see that each carries away his measure full to overflowing."

Although it was years before "educating to capacity" was accepted, I know of no more concrete illustration of its need, its aims, and its purposes than this. Educating up to capacity means allowing for individual differences. Every child has his own rate of speed. Each pupil can usually be classified as rapid, average, or slow. The course of study must contain the minimum essentials for each group, but the average group can carry added work in comparison with the slow group, while the rapid group may have a still greater enrichment to satisfy its powers and demands.

Just how does this help the child?

Let us consider the slow child first, for he has constituted a pathetic problem in the past. Now we recognize that the sole

April, 1931

difference between him and another child may lie in rate of speed. But what discouragement and humiliation were his when he was pitted against the rapid child in the old mixed group! Without doubt serious handicaps in the way of inferiority complexes have been built up to impede the slower child all through his life.

The so-called average child has always been the one for whom courses of study were made, and he has suffered less than those in the other two groups. He has benefited by the adapting of the curriculum, however, for the slower child no longer holds him back, nor does the more rapid child set him an impossible pace. The faults in the old method of mixed grouping fell most heavily on the superior or rapid child. He was never called upon to work up to his highest ability. He lost zest and interest while waiting for the slower child. The results were boredom, bad study habits, and often failure.

Intelligence tests should be used only to help the child, never to "catalog" him. The I. Q. is only one guide post on the road to child understanding; and health, home conditions and all other available data must be used to adjust the child to his school life. No method or form of "ability grouping" is advisable that seems to catalog a child as belonging to any fixed group of intelligence. His whole personality, his character traits, aspirations, physical powers, and all that make up his individual being are of greater importance than any mere academic view of his ability. But the fact remains that a hard and fast course of study that seeks to force every child, slow, average, and quick, to keep the same rate of speed, and to cover exactly the same ground, is manifestly unfair and harmful.

The success of any plan of adapting the school course to individual differences lies in the sympathetic understanding of the teacher. She must see each child as a necessary and desirable part of the social life of the community, regardless of his academic ability. For the school is made for the child, not the child for the school, and each has a capacity which the teacher must seek and

develop, in order that he may find a place for usefulness to humanity and for satisfaction and joy to himself.

New Methods in Recitation

HERE are many new things to observe in the recitation methods now being used. To begin with, most subjects are divided into convenient units for study and for mastery, and the scientific approach to these units shows how much more expert and skilled teaching has become as child study has advanced.

I observed a history unit some time ago in the Seattle schools. The teacher presented the colonial period in American history. She had first given exploratory tests to pre-test the uniformity, accuracy, and extent of the ideas already formed. The value of this pre-test before presenting the unit is self-evident. Children come from many states, even from foreign countries, and from many different schools and systems. The pre-test helped them to start with a common background of knowledge and ideas.

Then for several weeks the class worked on the unit. Many phases were covered in outlines, vocabulary work, outside readings, reports, story telling, research, and collections of pictures and relics. The aim was complete mastery of the colonial period. At the conclusion of the unit study various groups worked out projects, dramatizing, making models, sketching, or writing themes, each according to its interests.

Then the testing for mastery began. False conceptions, errors, and weaknesses were discovered and made right by remedial work. Thus from the first pre-test, through the presentation, to the last mastery test and remedial lesson, the whole unit received skilled, scientific attention.

This demonstrates the unit plan, and the laboratory method is simply ascertaining by scientific tests the child's background and preparation, then presenting the subject in every phase possible, and finally re-testing and applying remedial methods to correct errors and weaknesses. It is an attempt to find the scientific approach to teaching.

Reading

ONE of the interesting developments of the past few years is the high place given in our schools to the subject of reading. Reading is recognized as the basic subject.¹ On it every other subject depends for understanding. When we diagnose pupil failures, we find many of them due to wrong habits or defects in reading. So we have attempted to get at the root of the trouble and cure it.

An effort is made to build right habits from the first grade up. We try to reach the beginning child through interest and by establishing natural situations. Much reading of very *easy* material is encouraged, rather than adhering to one dull and perhaps difficult text. Every effort is made to create joy in reading and to stimulate the desire for more knowledge and pleasure to be gained through reading. Five or even ten books may now be read where one formerly was laboriously conned.

When the child reaches advanced grades, however, without the ability to read, then remedial work is the only answer. Here are some of the common cases for remedial work:

1. Child cannot read fluently
2. Reads fluently without understanding
3. Reads rapidly without getting detail
4. Fails through defective vision
5. Is weak in phonetics and in the mechanics of reading

There are various well established tests which give the teacher the key to the child's trouble. Each case must be treated individually. The real *cause* of his difficulty is discovered and the *right remedy* is applied, whether that remedy may be lessons to develop and test understanding of the material read, or flash cards in phonics, or a new pair of glasses.

The world is so full of books to be read, and there is so little time to read them! We cannot afford to let our children waste their precious leisure over haphazard, aimless reading or over poor and harmful literature. The library movement in our public schools today is one of the most sig-

¹ See CHILD WELFARE for January, 1930, pages 228 and 229.

nificant and far-reaching projects ever attempted. We parents may well welcome it and lend to it our sympathetic assistance.

Children will read. Reading is a tool that opens the universe to them. But in the very abundance of riches lies danger. This age is an age of embarrassment of wealth in every line and field. What we must teach our children is discrimination, how to select and choose just the material that alone will help and satisfy them. Children must be guided in a wise choice of books for reading during their leisure time. They must be given the reading habit, and in a wisely directed library at school this can be done better than in any other place.

Many schools now have a library or reading room under the direction of a trained teacher. This room often contains hundreds of volumes, and is provided with tables and chairs. The library is organized with distinct aims in view:

1. To give the child a knowledge of books and libraries
2. To teach him where to turn for information in any given field
3. To make research and reference work a pleasure
4. To create a love and a desire for good reading

In the school library a child learns to handle books with respect and understanding. He learns the use of encyclopedias and reference books. He learns to use the index and table of contents. He learns to get just what he needs from a given source.

Yet perhaps the greatest benefit that the school library or reading room confers upon the pupil is the creation of discriminating pleasure in reading. He learns the value of the fine as contrasted with the cheap and worthless. He finds first what he likes to read, and then he may be carefully guided into the richer fields of expanding interests.

Many children come from homes where good books are abundant. Others come from homes where cheap literature is present, and still others come from homes where there is practically none. In library reading we seek to reach and interest all types.

The child who discovers a latent pleasure and comfort in the use of good books

(Continued on page 495)

Importance of Dental Hygiene

THE reason so many people neglect the first teeth of their children is because it has never occurred to them that these temporary teeth are important enough to bother about.

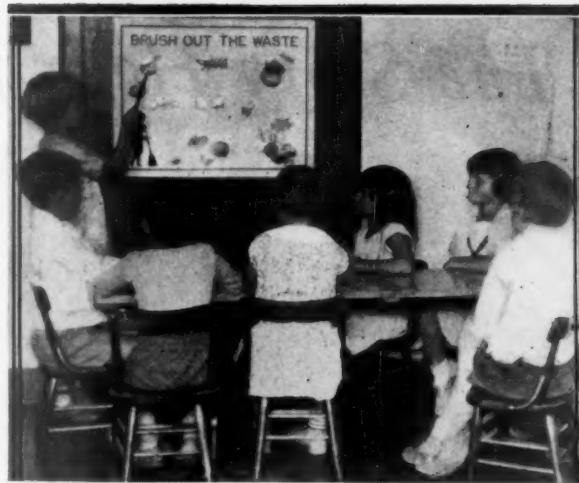
Many parents do not realize that when these teeth decay badly they ache just as severely as do the permanent teeth under similar conditions. If we were only to prevent suffering, the care of the first teeth would be well worth while; but when the teeth decay they become painful to chew upon.

Heat, cold, sweets, and acids frequently cause severe pain, and the pressure of food between broken-down teeth is most uncomfortable. Consequently the child avoids chewing. He swallows his food hastily and without mastication, and incidentally takes into his system a lot of germs from his decayed teeth and unclean mouth.

Unless we are all wrong in supposing that well-chewed food is more easily digested and more nutritious than food that is swallowed whole, one can easily see how decayed teeth interfere with a child's growth. When we remember how important for the child's development is the period between the ages of 2 and 10, we begin to realize the value of the first teeth.

If we examine the mouth of the average boy of 9 years, we will find teeth covered with green stain; temporary and permanent teeth badly decayed; sometimes an abscessed tooth or teeth with fistulae on the gum, showing outlets for pus; and decomposed food around and between the teeth.

Here at the gateway of the system is a source of infection and poison that would contaminate every mouthful of food taken into his body. With decomposition instead of digestion taking place in the alimentary



Learning the value of dental hygiene.

tract, it is no wonder that the child suffers from auto intoxication, which produces constipation, anaemia, eyestrain, fevers, headaches, and many other ailments.

Such a mouth is an ideal breeding ground for germ life, and a child with such a mouth is far more susceptible to infectious diseases than one whose teeth are sound and kept free from food debris.

The tongue is often in a very unsanitary condition. This organ should receive as much attention as is given to the teeth to keep them clean. The dorsum—upper surface—of the tongue is supplied with numerous papillae and tiny grooves, or depressions, surrounding them, which are the lodging places for particles of food debris and are the breeding ground for vast numbers of microorganisms. The dorsum of the tongue should be cleaned every morning by scraping with a suitable instrument made of ivory or celluloid. These tongue scrapers may be purchased at any well-equipped drug store.

The principles of oral hygiene are so simple that any child of school age, with ordinary intelligence, can understand them. There is, therefore, no reason upon that ground why the teaching of oral hygiene may not become a part of the curriculum of our public schools.—W. HENRY GRANT, Secretary, Board of Dental Examiners, Massachusetts.

—From the United States Daily.

The Story Hour for Children

The Coming of the King*

BY LAURA E. RICHARDS

OME children were at play in their playground one day, when a herald rode through the town, blowing a trumpet, and crying aloud, "The King! The King passes by this road today. Make ready for the King!"

The children stopped their play, and looked at one another.

"Did you hear that?" they said. "The King is coming. He may look over the wall and see our playground; who knows? We must put it in order."

The playground was sadly dirty, and in the corners were scraps of paper and broken toys, for these were careless children. But now one brought a hoe, and another a rake, and a third ran to fetch the wheelbarrow from behind the garden gate. They labored hard, till at length all was clean and tidy.

"Now it is clean," they said; "but we must make it pretty, too, for kings are used to fine things; maybe he would not notice mere cleanliness, for he may have it all the time."

Then one brought sweet rushes and strewed them on the ground; and others made garlands of oak leaves and pine tassels and hung them on the walls. And the littlest one pulled marigold buds and threw them all about the playground—"to look like gold," he said.

When all was done, the playground was so beautiful that the children stood and looked at it, and clapped their hands with pleasure.

"Let us keep it always like this!" said the littlest one; and the others cried, "Yes! Yes! That is what we will do."

They waited all day for the coming of the King, but he never came. Only, toward sunset, a man with travel-worn clothes and a kind, tired face passed along the road, and stopped to look over the wall.

"What a pleasant place!" said the man. "May I come in and rest, dear children?"

The children brought him in gladly, and sat him on the seat that they had made out of an old cask. They had covered it with a red cloak to make it look like a throne, and it made a very good one.

"It is our playground," they said. "We made it pretty for the King, but he did not come, and now we mean to keep it so for ourselves."

"That is good!" said the man.

* From *The Golden Windows*, by Laura E. Richards. Copyright held by Little, Brown and Company, Boston, who have also given permission for the reproduction of the picture which is a part of the republication of that beautiful story in *The Understanding Prince*—Book I, "Atlantic Readers." All rights reserved. THE STORY HOUR FOR CHILDREN is edited by Dr. Randall J. Condon.

"Because we think pretty and clean is nicer than ugly and dirty," said another.

"That is better!" said the man.

"And for tired people to rest in," said the littlest one.

"That is best of all!"
said the man.

He sat and rested, and looked at the children with such kind eyes that they came about him and told him all they knew: about the five puppies in the barn, and the thrush's nest with four blue eggs, and the shore where the gold shells grew. And the man nodded, and understood all about it.

By and by he asked for a cup of water, and they brought it to him in the best cup, with the gold sprigs on it. Then he thanked the children, and rose and went on his way; but before he went, he laid his hand on their heads for a moment, and the touch went warm to their hearts.

The children stood by the wall and watched the man as he went slowly along. The sun was setting, and the light fell in long slanting rays across the road.

"He looks so tired!" said one of the children.

"But he was so kind!" said another.

"See!" said the littlest one. "How the sun shines on his hair! It looks like a crown of gold."



"What a pleasant place!" said the man. "May I come in and rest?"

Nursery Schools for Children of Working Mothers

DETROIT'S Public Welfare Department is tackling the problem of caring for children below school age from families applying for aid in which the mother has to work away from home. It is now organizing a second nursery school for that purpose after a year's experience with its first school. The aim of the schools is to give the children the benefit of modern methods of child care, to educate the parents, and to provide a laboratory of child care for high school students.



I OR every child spiritual and moral training to help him to stand firm under the pressure of life

II

For every child understanding and the guarding of his personality as his most precious right

III

For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home

IV

For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make child-bearing safer

V

For every child health protection from birth through adolescence, including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water

VI

For every child from birth through adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained

VII

For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching

The Children

President Hoover's White House Conference and Protection, recognizing the rights and first rights of citizenship, presents the aims for the Children

VIII

For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care

IX

For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs

X

For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction

XI

For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood

Children's Charter

*House Conference on Child Health
asserting the rights of the child as the
basis of its work, pledges itself to these
Children of America*

XII

For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly

XIII

For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met

XIV

For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court, and the institution when needed, shaped to return him whenever possible to the normal stream of life

XV

For every child the right to grow up in a family with an adequate standard of liv-

ing and the security of a stable income as the surest safeguard against social handicaps

XVI

For every child protection against labor that stunts growth, either physical or mental, that limits education, that deprives children of the right of comradeship, of play, and of joy

XVII

For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities

XVIII

To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations

XIX

To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with full-time officials, coordinating with a state-wide program which will be responsive to a nation-wide service of general information, statistics, and scientific research. This should include:

- (a) Trained, full-time public health officials, with public health nurses, sanitary inspection, and laboratory workers
- (b) Available hospital beds
- (c) Full-time public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard

For **EVERY** child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag

Aiding Your Child in Art Appreciation

BY HELEN KINGSBURY WALLACE

F you are a wise mother, you are eager to help your child to cultivate discriminating taste. You want him to know good books from worthless ones, to recognize and enjoy the best in music, and to appreciate fine pictures. If you live in a city or town, you may avail yourself and your child of the facilities of public libraries, concerts, and art museums. Wherever you live, you may create a home which provides your family with a cultural environment. Artistic surroundings make a real contribution to your child's esthetic development. Above all, by your own interest in the fine arts you may inspire a similar interest in him.

Frequent trips to an art museum are invaluable in helping a child to enjoy good pictures. There he sees selected originals. There he comes into contact with the various influences of different periods and countries. There he is surrounded by the rich, warm tones of the old schools; the fresh, clear color of the moderns. He is, for a little while, immersed in beauty and a lasting impression is left upon him.

It is an interesting experiment to make several visits to the museum with a child

without attempting to guide him; merely observing the natural trends of his interest. You discover that he is attracted by subjects which correspond with his own experience. The child of kindergarten age or of the first grade enjoys simple pictures of children with their mothers or with their pets. The child who is a little older likes a picture that tells a story. The "junior" child, aged nine to twelve, is especially interested in a picture that is full of action, or in a hero picture.

It is advisable to recognize these spontaneous inclinations, and to introduce the child to the best pictures of the particular type that he enjoys most. Later you may teach him to see beauty of line, beauty of color, excellence of composition, and facility of technic, quite apart from the subject of the picture and any human interest that it may happen to have. Gradually you may lead him into an appreciation of "art for art's sake," until ultimately he enjoys a picture because it is beautiful, or because the artist has successfully achieved what he set out to do. You may guide him in expecting art to be interpretative rather than photographic or narrative. It is only when he achieves that



From a Medici Print of "The Sackville Children," by John Hoppner, in the collection of Mr. Thomas W. Lamont, New York

attitude that he begins fully to appreciate pictures.

For example, as your child grows older you may point out to him Raphael's exquisite beauty of line, Rembrandt's mastery of light and shadow, his interest in the play of sunlight upon metals and fabrics, and his interpretation of character in aged faces. You may call to his attention Monet's observation of changing light effects at different hours of the day. You can show him that Whistler, in painting his mother's portrait, was less concerned with catching a likeness than with creating a beautiful design, an "arrangement" in gray and black. You may help him to view a picture through the eyes of the painter who created it.

Of course you cannot lead your child into a true appreciation of pictures without some study on your own part. There are

many helpful books to aid you. Ask your librarian to suggest some, or consult the art department of a nearby college. The small book, "Apollo," is a condensed guide to a general survey of the whole field. The biographies entitled, "Masters of Art," present interesting stories of individual painters. They are illustrated in color.

It is important that every trip to the museum be a happy one. The child should not be kept there too long. It is desirable to maintain in his mind associations of pleasure and enjoyment. The moment that his interest begins to wane or he commences to show fatigue, he should be permitted to leave.

At home a child should be surrounded with at least a few fine pictures, well framed. In a few cities, as for instance in Dayton, Ohio, children in the public schools



From a Medici Print of "A Dutch Interior with Woman Peeling Apples," by Pieter de Hooch, in the Wallace Collection, London

CHILD WELFARE

have the privilege of borrowing original oil paintings from a loan collection at the art museum, just as they borrow books from the library. That plan makes possible the hanging of excellent originals in homes of small means. Unquestionably it will result in a raised level of taste and of appreciation of beauty. It is to be hoped that many museums will adopt this method of public art education.

If you cannot afford "old masters," and do not have access to a loan collection, you can have in your home good reproductions of the world's greatest art. Many excellent prints in black and white, sepia, and color are available. Small prints may be made into a beautiful and valuable scrap book, and in this way a child can become familiar with the world's finest masterpieces.

Because a picture is colorful, or because its subject is interesting or amusing, is not

sufficient reason for hanging it on a child's wall. He should be given an opportunity to know the best, to develop a taste for that which is truly beautiful. Fortunately some of the finest pictures in the world are attractive, too, and appropriate for children. A list is appended. Those available in Medici prints, which are of high grade, are starred. A good art store can secure all the best types of reproductions for you.

Experiment a little with your child. Take him to the art museum and discover his interests. Buy two or three lovely Medici prints for his room. Encourage him to make a collection of small prints in a scrap book. You will find him responsive and interested. In these ways you will bring to him one of the most valuable gifts that a mother can offer her child, love of beauty, and intelligent guidance in his perception of its many aspects.

A LIST OF GOOD PICTURES FOR BOYS AND GIRLS

PICTURES OF CHILDREN, CHILDREN WITH THEIR MOTHERS, OR CHILDREN WITH THEIR PETS

- * The Holy Family.....Luini
- * The Madonna of the Chair.....Raphael
- * The Sistine Madonna.....Raphael
- * Two Cherubs.....Raphael
(detail, Sistine Madonna)
- * The Madonna Granduca.....Raphael
- * The Infanta in Green.....Velasquez
- * The Painter's Sons.....Rubens
- The Stuart Children.....Van Dyck
- Baby Stuart.....Van Dyck
- * "Love Me, Love My Dog".....Reynolds
(Otherwise known as Miss Bowles)
- * The Age of Innocence.....Reynolds
- * The Sackville Children.....Hoppner
- Child with a Parrot.....Miereveld
- * The Boy with a Rabbit.....Raeburn
- * A Souvenir of Velasquez.....Millais
- Artist and Her Daughter.....Le Brun

PICTURES WHICH TELL A STORY, PIC- TURES OF ACTION, OR HERO PICTURES

- * The Annunciation.....Fra Angelico
- * St. Francis Preaching to the Birds.....Giotto
- * A Young Knight Kneeling.....Pinturicchio
- * The Vision of St. Eustace.....Pisanello
- * St. George with the Garter.....Raphael
- * The Last Supper.....da Vinci
- * Holy Night.....Correggio
- * A Young Warrior.....Rembrandt
- * Court of a Dutch House.....de Hooch
- * Woman Peeling Apples.....de Hooch

- * The Music Lesson.....Vermeer
- * The Pearl Necklace.....Vermeer
- * The Little Street in Delft.....Vermeer
- * Girl Reading a Letter.....Vermeer
- Joan of Arc.....Bastien-Lepage
- * The Cornfield.....Constable
- * The Boyhood of Raleigh.....Millais
- Carnation Lily, Lily Rose.....Sargent

PICTURES FOR BOYS AND GIRLS OF HIGH SCHOOL AGE

- * Portrait of a Man.....Titian? or Giorgione?
- * The Man in the Red Cap.....Titian?
- The Concert.....Giorgione
- * The Tailor.....Moroni
- * Captain Bartolommaeus Borro.....Unknown
- * Beatrice d'Este.....{ da Vinci?
- Mona Lisa.....da Vinci
- * The Crucifixion.....Perugino
- * The Madonna Enthroned.....Giorgione
- Descent from the Cross.....Rubens
- * The Laughing Cavalier.....Hals
- * Georg Gize.....Holbein
- Erasmus.....Holbein
- * The Duchess of Milan.....Holbein
- * The Concert.....Terborch
- * The Letter.....Terborch
- * A Young Woman Opening a Casement.....Vermeer
- * The Artist's Mother.....Whistler
- * Thomas Carlyle.....Whistler
- * The Fisherman's Hut.....Corot
- * Spring.....Corot
- The Home of the Heron.....Inness
- A Nor'easter.....Homer
- King Lear.....Abbey

Congress Comments

The mothersinger idea has grown beyond the highest expectations of the national chairman of the Committee on Music, Miss Helen McBride. Many states have such choruses numbering from 16 to 150. Last year the first National Chorus consisted of over 300 singers and represented 26 states. This year a much larger chorus is expected to sing in Hot Springs at the national convention.

Ellen C. Lombard, chairman of the Committee on Home Education of the National Congress, and Assistant Specialist in Home Education, Office of Education, Washington, D. C., is the author of an interesting article entitled "See Need for More Books for Rural Regions." It is published in SCHOOL LIFE, January, 1931. This publication is issued monthly by the Department of the Interior, Office of Education, Washington, D. C. Subscription price, fifty cents a year.

Great sympathy goes out to Mrs. Thomas Ogden, president of the Idaho Congress, whose husband passed away on December 27, after a lingering illness.

Mrs. Arthur C. Watkins, education secretary of the National Congress, was a speaker at the State Teachers Association meeting in Oklahoma City, Oklahoma, February 4-7.

Dr. Ada Hart Arlitt, chairman of the Committee on Parent Education, is making an extended trip in the interests of parent education and its promotion by colleges, universities, normal schools, high schools, and boards of education. Her itinerary includes Texas, Arkansas, Montana, Idaho, Oregon, Michigan, Ohio, New Jersey, Pennsylvania, North Carolina, Georgia, Kansas, and Iowa.

The members of the Joint Committee on Relations between the National Education Association and the National Congress of Parents and Teachers are: Dr. Ada Hart Arlitt, Mrs. Bertha S. Armbruster, Mrs. Mary C. C. Bradford, Mrs. J. Sherman Brown, Dr. Randall J. Condon, Dr. William John Cooper, Dr. Jessie Charters, Mrs. W. W. Day, Mr. Newell W. Edson, Mrs. E. W. Frost, Miss Agnes Harris, Mrs. Frederick M. Hosmer, Mrs. Bruce Carr Jones, Miss Ellen C. Lombard, Mrs. E. C. Mason, Mr. Joy Elmer Morgan, Mr. Charles E. Teach, Mrs. G. H. Wentz.

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, has been appointed a member of the special Red Cross Committee appointed by President Hoover to sponsor the ten million dollar drought relief fund.

The merchants of the retail stores in Kearney, Nebraska, turned over to the

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parent-teacher association the money usually spent by them for Christmas decorations in order to assist in the purchase of shoes and clothing for children unable to attend school without assistance. This was a significant recognition of the fact that keeping children in school is more important than elaborate store decorations.

Mrs. C. E. Roe, national field secretary, will visit Tennessee, April 13-25.

Those who know Mrs. Grace E. Crum either personally or through the pages of the Parent Education Course in CHILD WELFARE, will be glad to learn that she is convalescing satisfactorily after a very serious illness and operation. Her permanent address is Winters, California.

A selected list of 10 pamphlets concerning the education and welfare of young people has been prepared by Miss Frances S. Hays, secretary of Research and Information Division in the national office. Information about current publications of interest to parent-teacher associations is to be released monthly.

The Creative Home

By IVAH E. DEERING

The actual problems you experience with your children are effectively dealt with in this stimulating book. Mrs. Deering, out of her wide experience in club and playground work, has written a highly sane and intelligent book on the rearing of children. An invaluable guide to mothers, with charming illustrations and much constructive advice.

Dr. Bernard Glueck, one of the foremost authorities on child guidance, says of THE CREATIVE HOME: "It is one of the few books on the home and childhood which pursues primarily a constructive aim and does not merely catalogue the shortcomings of the home and of the child-parent relationship. Another feature is the painstaking setting down of detailed procedure in connection with the advice it offers."

At all dealers, or from the publishers, \$1.50

Richard R. Smith, Inc. New York

Next!

JIMMY (watching something tasty going into sick-room): "Please, Ma, can I have the measles when Willie's done with them?"—*Toronto Globe*.

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,481,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL



*The Charter and the
Kindergarten*

FHE White House Conference on Child Health and Protection has received much publicity, and many institutions and individuals will profit by the final reports. Its full significance is yet to be recognized. When the history of our times is written, it will appear as a major event in the life of our nation, planned and carried through by a great human engineer, President Hoover. It is the first time in history that the head of a great nation has put the child in the midst. The welfare of children has been placed on a parity with the interests of big business, of agriculture, of railroads, and other public utilities. To educators and to parents the Children's Charter offers an inspiring program for future activity. It makes education the corner stone of citizenship. It points the way for the solution of our present problems of unemployment and economic depression. The training of a new generation prepared to look before and not after, to look up and not down, is the most fundamental task of

the present and the most important problem our statesmen and leaders can consider.



To those who have labored for the New Education some clauses in the Children's Charter give special satisfaction. A hundred years ago Froebel issued his call to parents and teachers to join with him in securing for every child the right to "realize himself"—that is, to give to each child the environment and guidance suited to his growing needs and development. In the Charter we find the demand, "For every child understanding and the guarding of his personality as his most precious right." From the beginning of kindergarten practice in this country we have recognized for every child the need of "spiritual and moral training to help him to stand firm under the pressure of life." Some of the special agencies of the kindergarten, such as the "morning circle," the songs and the stories, are utilized to this end. There has been a tendency of late to minimize the value of these features of the old kindergarten practice. Hero tales have gone out of fashion with heroes. Hero worship has given place to the exploits of gangsters and racketeers. But if we are to guard the personality of the child, shall we not show him the good deeds of men and women and the great deeds of great men of the past and the present? Recent studies of the emotional life of children confirm our belief that the old Greeks and Froebel were wise when they sought to create a love of the good, the true, and the beautiful as the beginning of a good life.



The Charter stresses the importance of manual skill and vocational guidance. The pioneer kindergartners emphasized the skills secured by different forms of hand work and art work. Various types of hand work were offered in order to give manual training and artistic appreciation which lead to creative power. Kindergartners also led in the movement for organized play and playgrounds and for social group work which

permitted children to play and work together and so live together as citizens do. The early kindergarten was called the Republic of Childhood and it still merits the name. The child republic guards the rights and privileges of every citizen and gives to each an opportunity to carry out his own plan of activity or to cooperate with his fellows in a common plan. It recognizes that there is a law of liberty to which each child must conform in order that there may be freedom for all.

One danger of present practice in kindergartens and in progressive schools is the assumption that the heir of all the ages has at once the wisdom of the ages and can be a complete guide to himself and others. Hence, some of the recent articles in popular magazines protesting against the "Tyranny of Polly" and the absent treatment of the teacher in charge. The *good* progressive school and the *good* kindergarten do not come under this condemnation; only the misunderstanding of a cardinal principle of human relationship is involved.

The old school was a monarchy, and law and order were maintained by authority. The school republic must depend for its orderliness and its consequent good results in citizenship on the atmosphere of lawful and happy activity created by the teacher as a guiding spirit with the willing cooperation of all the children.

The Children's Charter demands for each child the training and vocational guidance which shall prepare him for "a living which will yield him the maximum of satisfaction." The maximum satisfaction comes only in right adjustment to the industrial and social conditions of one's environment. The kindergarten supplies the time and place in which to acquire the ability to make such adjustments. The prospect in the near future of shorter working hours and more leisure for all our citizens lays new stress on the need of cultural and artistic training from the very start of school life and points out the importance of those agencies of the kindergarten to which I have already referred—art, song, story, and the rhyme of the poet.



There is another item in the Charter which will appeal especially to members of parent-teacher associations. Training of children in preparation for parenthood and supplementary training for parents to fit them to deal wisely with the problems of parenthood are demanded.

Parents and teachers may rejoice to share in the vision of a great leader in the White House. Working together they may help to realize it and to secure the rights of the child as the first rights of citizenship.

—LUCY WHEELOCK.



"If there ever was any doubt in the public mind concerning the value of kindergarten education, that doubt has now been dispelled. The growth of kindergarten children in self-reliance, in manual dexterity, in appreciation of the value of cooperation has been evident wherever the kindergarten has been established."—S. P. Capen, Chancellor, University of Buffalo, N. Y.

Many people think of habits only as ways of acting and forget the more important habits of thinking and feeling. Children not only learn the habit of getting into their clothes, but learn to like certain colors and to dislike a dirty dress or a torn stocking. So they develop these habits which are called "good taste" or "neatness" or "daintiness."—Frances C. Rother.



MOTION PICTURES

BY ELIZABETH K. KERNS

Associate Chairman, National Committee on Motion Pictures

Aloha—*Ben Lyon-Raquel Torres. Tiffany, 7 Reels. Directed by Albert Rogel.*

The theme of the picture centers around a half-caste girl married to a white man. The presentation is sentimental and distorted, with some uncalled for vulgarity. The ending is tragic.

Adults—hardly. 14 to 18, no. Under 14, no.

City Lights—*Chas. Chaplin-Virginia Cherrill. United Artists, 7 Reels. Written and directed by Chas. Chaplin.*

From the burlesque on the talking picture with which the film opens until the close when the little old tramp is gazing adoringly into the face of the pretty flower girl, Chaplin artistry is ever present in the perfect blending of pathos and humor. Music and tricks in sound add much to the so-called "silent" in which Chaplin, as ever, sways his audience.

Adults—very enjoyable. 14 to 18—most amusing. Under 14, very amusing.

The Conquering Horde—*Richard Arlen-Fay Wray. Paramount, 8 Reels. From story by Emerson Hough. Directed by Edward Sloman.*

Scene laid in Texas during the year following the Civil War when an effort is made to speed up the cattle business. Attacks by Indians interfere with transporting the stock to railroad. The scenic effects are beautiful and well photographed, the cast is good, but the story is inferior.

Adults—fair. 14 to 18, fair. Under 14, fair.

Criminal Code—*Walter Huston-Phillips Holmes. Columbia, 8 Reels. From play by Martin Flavin. Directed by Wm. Hawks and Ted Tetzlaff.*

An excellent prison film in which an ambitious district attorney convicts and sends to prison a youth for manslaughter. The district attorney later becomes warden of the jail and his attractive young daughter falls in love with the prisoner. A murder occurs in the prison yard and the youth is wrongly blamed for it, but he lives up to the criminal code of silence. Walter Huston is superb as the district attorney and the remainder of the cast, adequate. It is a gripping and intensely interesting picture for those who like films of this type.

Adults—good. 14 to 18, perhaps. Under 14, no.

Dance, Fools, Dance—*Joan Crawford-Lester Vail. Metro-Goldwyn-Mayer. Directed by Harry Beaumont.*

Modern youth in luxurious surroundings—disregard of conventions—loss of money in stock market—job in a newspaper office—a night club run by racketeers and murder all give Joan Crawford opportunities for tense, concentrated, dramatic situations to which she rises. Not a pleasant picture.

Adults—perhaps. 14 to 18, no. Under 14, no.

Doorway to Hell—*Lew Ayres-Robt. Elliott. Warner Bros., 6 Reels. From story by Roland Brown. Directed by Archie Mayo.*

An unusual racketeer story in which the self-made gang leader tries to break away. Well acted and realistic.

Adults—interesting. 14 to 18, doubtful. Under 14, no.

Dracula—*Bela Lugosi-Helen Chandler. Universal, 6 Reels. From stage play by H. Dean and J. Balderstrom. Directed by Tod Browning.*

Dracula, a vampire, takes the form of a bat at night and preys on human beings. It is a weird and terrifying film, fantastic in the extreme. Not good for nervous persons.

Adults—thrilling. 14 to 18, no. Under 14, no.

The Easiest Way—*Constance Bennett-Adolphe Menjou. 7 Reels. Adapted from the stage play of the same name. Directed by Jack Conway.*

A sophisticated drama of the price an ambitious girl pays for illicit luxuries. Technically good.

Adults—possibly. 14 to 18, no. Under 14, no.

East Lynne—*Ann Harding-Clive Brook. Fox, 9 Reels. Novel "East Lynne," by Mrs. Henry Wood. Directed by Frank Lloyd.*

Adapted from the old popular novel. Good cast, excellently acted and well directed.

Adults—interesting. 14 to 18, no. Under 14, no.

Ex-Flame—*Marian Nixon-Neil Hamilton. Tiffany, 6 Reels. Modernized version of "East Lynne," adapted by Geo. Draney. Directed by Victor Halperin.*

A sentimental and unconvincing picture with some appeal in the latter part.

Adults—perhaps. 14 to 18, no. Under 14, no.

Fighting Through—*Ken Maynard-Jeanette Loff. Tiffany, 5 Reels. Directed by Wm. Nye.*

A regular western with lots of action, hard riding, a good fight and Tarzan, a horse of intelligence.

Adults—no interest. 14 to 18, yes. Under 14, yes.

Finn and Hattie—*Leon Errol-Zazu Pitts. Paramount, 7 Reels. Directed by Norman Taurog and Norman McLeod.*

A successful mid-West business man with his wife and daughter start for New York on a trip to Europe. By the time they sail, they have annexed a mischievous nephew, a confidence man and his partner, a vamp. The vamp works her wiles on the business man both on the boat and in Paris, but the precocious ten-year-old daughter with an age-old head on young shoulders is always on the job to rescue father and give him advice. She is painfully funny and perfectly natural in all that she says and does. A psychologist would find her a worth while study case. The nephew is also an amusing partner of the team. Gay life in Paris is made up of cabarets, champagne and whoopee. Laughable situations abound in this strictly adult film.

Adults—funny. 14 to 18, no. Under 14, no.

Gang Buster—*Jack Oakie-Jean Arthur. Paramount, 5 Reels. From story by Percy Heath. Directed by Edward Sutherland.*

A good comedy in which Oakie as a fresh insurance agent, who knows little of gangsters or city life, becomes involved when he attempts to rescue the girl he loves from racketeers. She has been kidnapped and held by the gang because of a grudge against her father.

Adults—good comedy. 14 to 18, funny. Under 14, funny.

Girls Demand Excitement—*John Wayne-Virginia Cherrill. Fox, 6 Reels. Story by Harlan Thompson. Directed by Seymour Felix.*

An attractive little story of college coeds in which the boys decide that they no longer want the girls in college. The girls win out—the boys are chivalrous.

Adults—possibly. 14 to 18, entertaining. Under 14, good.

It Pays to Advertise—*Norman Foster-Carole Lombard. Paramount, 5 Reels. From play of same name. Directed by Frank Tuttle.*

Quick-tempered father quarrels with son who leaves home and goes in the soap business. The venture is about to fail when an advertising campaign

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begins to bear fruit and near failure turns into success. Father and son are reconciled. Good comedy, well acted and directed.
Adults—entertaining. 14 to 18, good. Under 14, good.

Hello, Everybody—Anna May Wong. British Internationale, 4 Reels. Directed by Adrian Brunel. A number of entertaining musical, dancing and vocal numbers gathered together with a burlesque on the "Taming of the Shrew," featuring Anna May Wong.
Adults—entertaining. 14 to 18, fair. Under 14, fair.

Illicit—Barbara Stanwyck-James Rennie. Warner Bros., 6 Reels. Directed by Archie Mayo. Good cast, fine acting and direction strive to make companionate marriage theme a box office attraction. Silly and vapid talk by a pair of young moderns against marriage. They live together in defiance of conventions to "keep romance alive." The fact that they eventually come to their senses does not make the theme less dangerous and pernicious.
Adults—foolish. 14 to 18, dangerous. Under 14, no.

Kepi Husbands—Dorothy Mackail-Joel McCrea. Radio Pict., 7 Reels. Story by Louis Sarecky. Directed by Lloyd Bacon. A wholesome story of a college graduate who takes a job in a factory and attracts the attention of the owner's daughter. It is a pleasing romance which shows that wealth cannot spoil a strong character.
Adults—entertaining. 14 to 18, good. Under 14, no interest.

Madonna of the Streets—Evelyn Brent-Robert Ames. Columbia, 6 Reels. Adapted from "The Ragged Messenger," by W. B. Maxwell. Directed by John Robertson. Bitter because her benefactor left his money away from her the heroine goes to the city determined to get her share from the heir. The honesty and idealism of the mission worker awakens her better self to an appreciation of his fineness and his love for her.
Adults—good. 14 to 18, good. Under 14, of no interest.

Many a Slip—Joan Bennett-Lew Ayres. Universal, 6 Reels. Story by Edith Fitzgerald. Directed by Vin Moore. Probably supposed to be a smart and brilliantly humorous comedy is just another film in very bad taste with a good cast and some money wasted.
Adults—no. 14 to 18, no. Under 14, no.

The Painted Desert—Wm. Boyd-Helen Twelve-trees. Pathé, 7 Reels. Directed by Howard Higgins. Two old pals of the desert quarrel over a boy foundling they had rescued in babyhood. Jealous of each other for the boy's affection, they become bitter enemies, but the boy finally is the means of having them forgive and forget. The cast is good, scenery gorgeous and well photographed. The picture abounds in human appeal.
Adults—good. 14 to 18, good. Under 14, good.

Resurrection—John Boles-Lupe Velez. Universal, 7 Reels. From novel by Leo Tolstoi. Directed by Edwin Carewe. Gloomy and unpleasant story of young Russian girl, ward in a noble house. She sinks to the gutter, is sent to Siberia and the Prince who has been responsible for her degradation, filled with remorse, follows to rescue her. The film is produced in operetta form. Acting and direction excellent.
Adults—interesting. 14 to 18, no. Under 14, no.

The Right of Way—Conrad Nagel-Loretta Young. First National, 6 Reels. From novel by Gilbert Parker. A disappointing film. Poor adaptation is responsible for a boring and depressing story which the fine work of Conrad Nagel in the leading rôle cannot save. Story treats of loss of memory and the consequent adjustment between the old life and the new, but it is poorly presented and muddled.
Adults—not worth while. 14 to 18, no. Under 14, no.

The Royal Bed—Lowell Sherman-Mary Astor. Radio Pict., 6 Reels. From play "The Queen's Husband." Directed by Lowell Sherman. A romantic and delightful comedy in which the King of a small European Kingdom is dominated by his Queen wife and a Dictator. He handles the situation with tact and humor and eventually puts his house in order.
Adults—delightful. 14 to 18, excellent. Under 14, good.

Sous Les Toits De Paris—Albert Prejean-Pola Illery. French film, 6 Reels. Directed by Rene Clare. It is not necessary to speak or understand French to follow the story of "Under the Roofs of Paris." It concerns two friends, Albert and Louis, and a girl Pola, who live in the tenement district of the French capital. Fred, the neighborhood bully, is also attracted to Pola and each of the three bids for Pola's favor. As presented by the actors it is realistic and holds the attention to the very end.
Adults—very interesting. 14 to 18, perhaps. Under 14, no interest.

Stolen Heaven—Nancy Carroll-Phillips Holmes. Paramount, 6 Reels. Story by Dana Burnett. Directed by George Abbott. A dangerous and unwholesome story. A girl of the Streets saves a thief from the police and together they go to Florida and live respectably, passing as a married couple. The police eventually get on their trail. The man decides to give himself up and the girl promises to await his return to freedom.
Adults—doubtful. 14 to 18, harmful. Under 14, no.

Trader Horn—Harry Carey-Edwina Booth. Metro-Goldwyn-Mayer, 10 Reels. Book by Ethelreda Lewis. Directed by W. S. Van Dyke. The most realistic and wonderful picture that has ever been made of African life, both of the natives and animals in the jungle. The story of the search for the daughter of a missionary abducted in babyhood during a raid by natives, leads a searching party through the wildest parts of the country, resulting in adventures never before experienced by white men.
Adults—thrilling. 14 to 18, thrilling and exciting. Under 14, questionable.

The W Plan—Madelina Carroll-Brian Ahern. British Internationale, 8 Reels. Story by G. S. Hutchinson. Directed by Victor Saville. An Englishman is sent to Germany to find out about the W Plan and report the result to the English, if he survives. He impersonates a German officer and after many thrilling experiences escapes detection and fulfills his mission. The film is conceded to be the most outstanding of the spy pictures yet made and well worth seeing.
Adults—very exciting. 14 to 18, tense. Under 14, no.

Participation

The Keynote of Parent-Teacher
Associations in High Schools

BY ANNA H. HAYES

THE National Congress chairman of the Committee on Recreation, Mr. J. W. Faust, has given us the slogan, "Families that play together, stay together," and we are inclined to think that a co-operative venture, whether work or play, offers a bond which holds together not only families but communities as well.

We shall not attempt to sloganize the value of participation of all members of the family in some achievement other than play, but we feel that a task offering opportunity for the united efforts of youth, parents, and teachers is of great potency in creating a spirit of harmony and understanding sympathy between the adolescent and his elders—a sympathy which seems to be conspicuously absent in many otherwise progressive communities.

It is not our purpose to offer the high school parent-teacher association as the common ground of endeavor for youth and elders, because we are aware that its functions are such that any cooperation of that nature would defeat the purpose of the association; but it is undeniably true that the attitude of high school students to the parent-teacher association has influenced, to a great extent, its chances for success in certain communities. So we urge that high school students be given the opportunity to discover that the parent-teacher association is working for their own advancement, rather than against their favorite activities.

Why not try a participation evening? Two high school principals, one in Wisconsin and one in Georgia, have suggested the same plan for such a program. Naturally, every alert association has its program planned in advance, but possibly that program is sufficiently flexible to admit adding extra features, if there is much to be gained by such additions.

Permission might be obtained from the principal to invite a key boy and a key girl

to present the plans of the student council; representatives of the editorial board to present the work of the high school paper or the annual; presidents of clubs and student groups to present the salient features of club activities or of favorite athletic and musical societies. Often parents fail to be sympathetically awake to such extra-curricular activities, and the opportunity to present them to the group of parents will be likely to interest the students.

Possibly the students in the domestic science department might cooperate with a committee from the association to serve simple refreshments at Friday evening meetings. Students might be invited to present the program plan of the parent-teacher meeting to the school assembly, and to ask the cooperation of the student body in properly advertising the meeting. Leaders in various localities have indicated that the morale of the high school parent-teacher association has been definitely raised by securing the understanding and cooperation of the real force in any high school, the students themselves.

Maurois Praises American Youth

ANDRÉ MAUROIS, the French writer who recently returned to France after concluding a visiting professorship at Princeton University, has made some interesting observations on the young people of this country:

"After four years I see a progress that I can hardly describe, a progress in the taste for liberalism and the taste for ideas. I think that the origin of that progress is the present economic crisis, because prosperity, in a way, slows up people's thinking."

M. Maurois also declares that in his opinion the economic crisis is bringing the American people closer to international affairs. He has listened to the discussions among the students of international relations at Princeton, he says, and the depth and range of interest in world problems shown by the young men has made him

feel confident as to the future of American international relations.

He says: "American youth is very frank and has a taste for classical literature. My students told me that they did not like romanticism so much. They said it was 'sob stuff.' American youth is very practical and likes to go to the bottom of questions.

It likes ideas and is interested in every problem, even international problems."

And again: "I am very glad that scholarship is mixed with sports at American universities, and I am glad that the sport does not kill the taste for scholarship. Sport is really, in a way, a moral formative force for the youth of America."

Program for Junior High Parent-Teacher Association

Powell Junior High, Washington, D. C.

BY MRS. WILLIAM G. STUART, *Publicity Chairman*

THE questions enumerated below formed the basis of a discussion of character education in the home at the December meeting of Powell Junior High Parent-Teacher Association. This questionnaire was distributed to all present at the November meeting and the parents were asked to consider it carefully in relation to their own problems, and come to the December meeting ready to join in a worth while discussion. It was felt that questions such as these would help parents to measure up their own homes and perhaps see just where their difficulties lay. At the December meeting, one of Powell's own members opened the program by a very fine paper on character education in the home, which was followed by general discussion. Everyone present felt that it had been a very helpful meeting.

Character Education and the Home

The home should give the child a background upon which to build. Some of the important elements in such a background are listed below. Ask yourself these questions. They may help you to see how your home measures up or where your trouble lies.

Stability and Security

How long have you lived in one place?

April, 1931

When you move do you consider all the new adjustments your child must make to new schools and new comrades?

As a rule, does your child find some adult at home when he gets in from school?

Does your child have the love of both parents, and is there harmony between them?

Are there any other adults in the family who cause serious friction?

Order and Serenity

Has your child a room to himself, or a place where he can keep his things without danger of disturbance?

Are you training him to put away his own things, hang up his clothes, etc.?

Do you keep your own temper under control?

Do you succeed in keeping your patience with your children?

Do you keep a cheerful attitude at home or do you nag?

Do you have a quiet hour when you can read and talk things over with your children?

Justice and Sympathy

Can your children feel confident that you will always be fair with them?

Can you say, "I have never told my child a lie?"

Do you keep your promises?

Do you try to hear both sides of a quarrel and act as an impartial judge?

Do you try to get the child's point of view, so that he can count on you for sympathetic understanding?

Companionship and Freedom

Can your child confide in you and look to you for guidance and interpretation of life?

Do you try to make home attractive enough to compete with amusements away from home?

Are you allowing your child to develop initiative and independence, from stage to stage, as he grows up?

—*District of Columbia Parent-Teacher.*

(The W. B. Powell School was opened in April, 1930, and in May a parent-teacher association was organized with eighty members. The keynote of the program for 1930-1931 has been "Character Study."—EDITOR.)

The Family's Food at Low Cost

A NEW government pamphlet entitled, *The Family's Food at Low Cost*, has been developed by the Bureau of Home Economics of the United States Department of Agriculture, as a help in preventing malnutrition which might injure the health of children and adults.

The plan is to make every cent count in the purchase of food during a period when incomes are reduced by unemployment, failing crops, or other emergencies.

Two tables are given, one a low-cost weekly market order for families of given age groups; and another, a low-cost weekly food supply for persons of various ages.

Here are some general suggestions for meal planning:

Use the varieties of each type of food, as cereal, vegetables, fruits, or meats, which are cheapest from week to week.

At every meal.—Serve milk to children and bread to all.

For breakfast.—Have toast and cereal

(often a "whole-wheat" bread or cereal) with milk for all. Serve milk or cocoa to children and coffee or tea, only to adults.

For dinner.—Three or four times a week let the main article of diet be a dish containing meat or fish, such as lamb or beef stew with vegetables, or scalloped or creamed salmon; once or twice, a cheese dish or eggs; and about twice weekly baked beans or a thick pea or bean soup. Serve potatoes with one other vegetable or fruit every day. A sweet dessert, as bread or cereal pudding, may be added.

For supper.—Serve a thick vegetable chowder or soup, baked potatoes, creamed vegetables, or cereal mush. Fresh or dried fruit or a cereal pudding may be used as a dessert, if desired.

The Bureau states that with only \$7.12 a housewife can provide four adults with three meals a day for one week, if she follows directions. The variety of foods listed is not great, but they are what is known as the protective foods.

This pamphlet, and others on the use of beans, less expensive meats, wheat germ, as well as Aunt Sammy's Radio Recipes, may be obtained from the Bureau of Home Economics of the United States Department of Agriculture, Washington, D. C.

Many home economics departments of state agricultural colleges are prepared to furnish suggestions for planning and preparing inexpensive meals.



"I'll bring them!"

Vocational Guidance Outline

THE national chairman of the Committee on Program Service calls the attention of junior and senior high school parent-teacher associations to a series of program outlines prepared for the National Congress of Parents and Teachers by Robert Hoppock, Field Secretary for the National Vocational Guidance Association.

Topics are developed for eight meetings on vocational guidance with full instructions to associations concerning the necessary preparation and the successful conduct of the meetings.

- Topic I: Individual Problems in the Choice of a Career
- Topic II: How to Choose a Vocation
- Topic III: The Interview
- Topic IV: Where to Get Information About Vocational Opportunities and Requirements
- Topic V: Character Analysis
- Topic VI: Vocational Psychology
- Topic VII: Local Activities in Vocational Guidance
- Topic VIII: Report of Committee on Local Vocational Guidance Survey

Three questionnaires are suggested for survey purposes:

- I. To members of the senior class
- II. To parents of high school students
- III. To teachers in junior and senior high schools

A list of sixteen books on vocational guidance is given.

The *Vocational Guidance Magazine* is recommended as a source of current information. Subscription price, \$2.50 for eight issues. Address: Bureau of Vocational Guidance, Harvard University, Cambridge, Mass.

The outlines are mimeographed (13 pages) and may be obtained at the office of the National Congress of Parents and Teachers, 1201 16th St., Washington, D. C. Single copies, 10 cents. Quantity rates upon request.

Associations which are planning programs for next year and wish to include the important topic of Vocational Guidance for a single meeting or for a series of meetings will undoubtedly wish to send for this valuable material.

In the May issue of *CHILD WELFARE* look for an article entitled *What Shall I Be When I Grow Up?* by Chester Milton Sanford, one of the most widely known of the vocational guidance experts.

Coming in May

WHAT SHALL I BE WHEN I GROW UP?

Chester Milton Sanford

"SPEAK CLEARLY!"

Helen Rogers Akers

LETTER TO A DAUGHTER

Arthur Dean

WHAT TO FEED YOUR ADOLESCENT CHILD

Eleanor R. Maclay

THE BENEFITS OF THE NURSERY SCHOOL

Grace Langdon

The Unusual Boy

BY WALTER PRICHARD EATON

IN the latest Phillips Andover Bulletin there is an interesting account of a boy who got literally nothing out of that school. And it wasn't in the days of "new fangled" education, but in 1865, when that great classic drillmaster, Uncle Sam Taylor, was headmaster on Andover hill. The boy was Henry Augustus Rowland, who became, with Lord Kelvin, Helmholtz, and a very few more, one of the great physicists of the nineteenth century. Rowland never in his life inspected any machine of which he could not at once understand the workings. When he reached Andover, at the age of 16, to be fitted for Yale, he had already invented several pieces of electrical apparatus, and set a neighbor's house on fire. Latin and Greek meant nothing to him. The only fun he had in Andover was inventing a machine which gave a shock to a gang who came to haze him. At last his reluctant mother abandoned the idea of his preparing for Yale and permitted him to go to Rensselaer Polytechnic, thus saving for America one of its greatest scientists.

Not all unusual boys are geniuses, or gifted in science. But they have always presented, and still present, the same sort of problem to a school which Rowland presented to Andover in 1865, and it should not be forgotten that one aim of the "new fangled" education is to find some way to handle and help such boys, so that they can secure an education along the dominant line of their interests while maintaining the normal, happy relationships of school life. It is not an easy problem, and it is not made any easier, of course, by the still rigid requirements of the college board examinations, which every preparatory school primarily must consider in its curriculum.

Not all unusual boys are fitted to benefit by college, even if they can be fitted (in the narrow sense) to enter college. But it only too often happens that the parents of

such a boy, like Rowland's mother, think it a disgrace not to go to college, or can vision no other method of education for their offspring. The boy is then pushed and squeezed and sometimes warped, unless his bent is sufficiently near genius to cause him to take the bit into his own teeth and gallop his own way to salvation. There is a border line, of course, where it is not easy to say whether a combination perhaps of esthetic sensitiveness and scholastic laziness, is just that, and ought to be eradicated by good, hard grinding in geometry, or whether there is some genuine urge toward artistic creation. These border line cases are the despair of masters and parents alike. But when the case is clear for a definite, powerful, individual bent, a parent should hesitate a long, long while before trying to force such a boy along different lines.

We knew a boy once who was called a "dumb-bell." Then he saw a stage set by Gordon Craig, and he raced through Marlowe, Shakespeare, Webster, making great drawings on the biggest pieces of paper he could find, and spouting whole passages of blank verse to accompany them. He browbeat his parents into letting him go to art school instead of college, and was on his way to an early fame when death overtook him. Such cases, every master can tell you, are more common than most of us suppose, and they add enormously to the responsibility of parenthood.

—*The Boston Herald.*

The diary of the Harvard boy in 1758
who wrote the following:

"Came to college, began Logick,
Fit with the sophomores,
Mowed President's grass,
Did not go to prayers,
President sick wherefore much deviltry carried
on in college"—

might well have been a diary of 1931.

New Methods in Teaching

(Continued from page 476)

possesses riches that no misfortune can take away, and is safeguarded from the many evils that lie in wait for the unoccupied leisure of our youth. We cannot value highly enough this wonderful activity, or yet foresee what it will mean for the future in the lives and characters of our children.

When Worse Comes to Worst

The little boy was gazing pensively at a gooseberry bush.

"What's the matter, darling?" asked his mother.

"Have gooseberries any legs, mother?" asked the little chap.

"No, darling, of course they haven't," said his mother.

The boy's look became more pensive than ever.

"Then I guess I must have swallowed a caterpillar," he said.—*Tit-Bits*.



SAFETY FROM FIRE At Low Cost

In everything but *COST* Ambler Asbestos School buildings duplicate the finest masonry buildings. Write for Catalog so you can present the question of additional class rooms to your local School Board. Your Board can supply added rooms without increasing the present tax rate.

**ASBESTOS BUILDINGS CO.
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The National President at Detroit

Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers, in an address at the annual meeting of the Department of Superintendence, National Education Association, held at Detroit, February 22-26, emphasized the fact that the National Congress provides the channel through which cooperative education may become effective.

"The Congress reaches all classes of people," Mrs. Bradford said, "and is as democratic in its ideals as education itself. It is the group most interested in the welfare of the child. As such, it provides the public support necessary to enact legislation for the protection of teachers, for the advancement of educational standards, and for securing adequate school facilities. It seeks by intelligent cooperation to stimulate, not neutralize, the influences of school that give skills, technics, and knowledge. It translates into home and community living the objectives of all education. It shares the responsibility of providing safe and happy environment for children in home, school, and community. It provides the opportunity for a continuous and unified program of education that brings equal opportunities for the health, happiness, and normal development of every child in our great Democracy. The educational programs have been definitely effective in the fields of health, safety, character building, and community welfare. These types of cooperation are sought in all phases of progressive education. The National Congress of Parents and Teachers believes that through the local efforts of parent-teacher associations, unified and strengthened by a national child welfare program, we, the protectors of childhood, may join effectively in preparing the way."

A Parent-Education Course

PREPARED BY GRACE E. CRUM
Associate Chairman, Committee on Parent-Education

BASED UPON

Character Training

By Charles E. Germane and Edith G. Germane

For Preschool, Grade, and High School Groups

Lesson Eight

To THE STUDY GROUP LEADER

SUGGESTED ROLL CALL TOPIC: How do you celebrate birthdays in your home?

ILLUSTRATION—Everyone has an interest in Christmas, but only comparatively few have an interest in birthdays, even though to the individual his own birthday is very personal and important. Influenced by this feeling, a California family has established the custom of allowing each member to plan his own birthday dinner, which always includes his favorite dishes. Of course, small gifts and cake, with the candle lighting ceremony, help to add pleasure and happiness to the occasion.

CHAPTER XIII

The Need of Responsibility in the Home

"In Chapter V we learned that many serious maladjustments, such as contradicting, stubbornness, and disobedience, develop because the child's impulsive urges to act are continually thwarted. In Chapter XIII is presented a positive plan whereby those instinctive urges may find wholesome outlets by way of many activities in the home and the school. In the degree that the child feels that he is really an integral part of the home or school democracy, in that degree is the democracy a success. But one feels that he 'belongs' in the degree that he shares in the responsibilities. In the activities that grow out of his accepting responsibility, he finds many avenues for self-expression, and learns to face squarely his life situations."

From "An Outline for the Study of CHARACTER EDUCATION," by Charles E. Germane.

1. Answer topical questions throughout the chapter.
2. STUDY HINTS AND QUESTIONS, from Charles E. Germane's "Outline."
 - a. In what respects did the pioneer home give superior training for democratic living? Pages 188-189.
 - b. What are the advantages of learning to work as Judge Lindsey sees it? Pages 191-192.
 - c. What responsibilities could children assume in the average home? Pages 193-194.
 - d. Add other illustrations to those of Dorothy Canfield Fisher, showing that children willingly accept responsibility. Pages 195-196; 55-60; 83-86; 196-197.
 - e. Why are the laws of learning important in helping children to accept responsibility? (See Chapter X again.)
 - f. Success depends upon the way one meets his daily life situations. What advantage has a child who learns to accept responsibility, and lives in a democratic home and school environment?
3. Read in class and discuss paragraphs under "Conclusion." Pages 198-200.

"The children of today fail to get the education and discipline which were afforded to former generations of children by their sharing in the common occupations and responsibilities of homes which were centers of industry. Professor Dewey has described this so well that we quote him. Under the older system, he says, 'The entire industrial process stood revealed, from

the production on the farm of the raw materials till the finished article was actually put to use. Not only this, but practically every member of the household had his own share in the work. The children, as they gained in strength and capacity, were gradually initiated into the mysteries of the several processes. It was a matter of immediate and personal concern, even to the point of actual participation. We cannot overlook the factors of discipline and character building involved in this: training in habits of order and industry, and in the idea of responsibility, of obligation to do something, to produce something, in the world. There was always something which really needed to be done, and a real necessity that each member of the household should do his own part faithfully and in cooperation with others." From "The Training of Children in the Christian Family," by Luther A. Weigle, published by The Pilgrim Press, Boston and Chicago.

CHAPTER XIV

The Value of Comradeship with Children

"In Chapter VI it was emphasized that children are required from the moment of birth to make adjustments to troublesome life situations, and that failure to make satisfactory adjustments results in the development of unsocial types of behavior. The child needs much wise guidance in meeting his daily life situations. Chapter XIV suggests that the parents' greatest opportunities for helping the child come through the comradeship relationship. Not only will the child come for advice because he feels that his parent is his best friend, but the parent's past experience will enable him to foresee results, and thus prevent the development of many undesirable reactions." From "An Outline for the Study of CHARACTER EDUCATION," by Charles E. Germane.

1. Answer topical questions throughout the chapter.

2. STUDY HINTS AND QUESTIONS, from Germane's "Outline."

a. What is revealed by a study of the results of Theme 1? Pages 202-203.

b. Give three reasons why parents and teachers should strive for the comradeship relationship with children. Pages 204-206.

c. "Familiarity breeds contempt." In the light of Chapters VI and XIV discuss this adage.

d. In what other ways could the need of companionship with children be brought before parents and teachers?

3. Read and discuss paragraphs under "Conclusion." Pages 207-210.

"The children of today fail to get the personal contact and association with their parents, especially with the father, that was characteristic of the older, industrial family life. When a father leaves home at seven, or even eight, in the morning, spends the day in a factory, store, or office, and does not return until after six in the evening, his children's opportunities to know him and his opportunities to be their comrade, leader, and counsellor are limited to holidays, Sundays, and evenings. And all too often these are not used to the best advantage of the children. In the evenings, for example, the factory worker is apt to seek relaxation outside the home; while the 'tired business man' wants to be let alone with his pipe and paper, unworried by the 'kids.' From "The Training of Children in the Christian Family," by Luther A. Weigle.

"A child needs fellowship with his parents far more than we realize. We know that children cared for in the finest orphan asylums have a more slender chance of living to maturity than the children in the very poorest homes in the congested quarters of cities. It is the lack of individual love and fellowship that cuts down the orphan's life-expectation, say the workers in charge. Within the separate homes the amount of fellowship the children get is an important factor in determining how happily they will go through life. Few children who have fellowshipped with their parents get into really serious behavior difficulty." From "The Drifting Home," by E. R. Groves, published by Houghton Mifflin Company, Boston and New York.

News of
**Parent-Teacher Credit
 Courses**

During the Scholastic Year 1930-31

BY FLORENCE V. WATKINS

IT is interesting to note an increasing appreciation among school people of the educational value of home and school cooperation. This is evidenced by the growth in the number of parent-teacher credit courses being offered, not only during the summer sessions of educational institutions, but during the regular scholastic year as well.

In January, 1930, a two-hour course was offered one evening a week for a period of fifteen weeks by the Springfield, Ohio, night high school. The course was in charge of two certified instructors of the National Congress of Parents and Teachers. Both the theoretical and the practical phases of parent-teacher work were discussed. About thirty students registered. The course is being repeated this year, and opened in January, 1931.

In the fall of 1929 the first credit course extending through an entire scholastic year was offered at George Washington University in Washington, D. C. This course is being repeated this year. Approximately thirty persons have registered each year. Only a few are students. Most of the group are parent-teacher association officers or committee chairmen, or elementary school principals. Early in December, 1930, the class was organized as a local Congress unit. So realistic was the procedure that one member of the class brought her dues to the secretary at the close of the meeting when the members were told that they might now pay their dues. The next night the class staged the first executive committee meeting following the organization meeting. By-laws, dues, finance committee activities, and committee appointments were the main topics discussed.

On the first Wednesday evening in October, the first credit course at Temple Uni-

versity, Philadelphia, opened, its general theme being "Educational Principles for the Cooperation of Home and School." The course will extend through the entire scholastic year. The first eight weeks were devoted to the parent-teacher movement and included a discussion of the history of the movement in this country and abroad; its place in the field of education; the methods of organizing and conducting parent-teacher associations; and the relation of these associations to other social welfare and adult education agencies in the community. The secretary of the Education Division of the National Congress conducted this first section of the course.

Mr. Ralph Bridgman, director of the Parents' Council of Philadelphia, will conduct the course for the remainder of the semester. The time will be given to a consideration of the history of the child-study and parent-education movement here and abroad and its place in adult education and social service programs; relations of parent education with child development research, nursery schools, and the parent-teacher and child guidance clinic movements; and methods of organizing, sponsoring, and chairmanship child study groups.

Miss Marion B. Nicholson, supervisor of Child Study groups of the Parents' Council of Philadelphia, will conduct the work during the spring semester. This time will be devoted to a study of current trends in educational psychology, growth of children in knowledge and in character through both home and school experiences, and trends in educational philosophy.

Twenty-seven energetic women, most of them very young, registered for the course at Temple University, among them being our own beloved Mrs. E. E. Kiernan, who is a member of the National Rural Life Committee; and the president of the Pennsylvania Congress of Parents and Teachers, Mrs. Walter E. Greenwood. All except three members of the class registered for credit. With few exceptions the members of the group were without parent-teacher association experience. It was thrilling to teach these eager young women, but we would have been glad to have a few men

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give their viewpoint on the topics under consideration.

In February the unit course opened at Teachers College, Columbia University, in New York City. This course is of graduate grade and may be taken by students or parent-teacher workers. It is hoped that from nearby states many parent-teacher workers will register for one or more of the three units, each of which continues through six weeks. Are there not students at Columbia this year from your state who would be glad to take this course, if you were to draw their attention to the fact that it would prepare them to give greater help in the local work when they return home?

During the coming summer session of the Colorado State Teachers College a member of its staff who took the parent-teacher training course at Teachers College, Columbia University, last summer, will present a parent-teacher credit course at that institution. We sometimes wonder why more colleges and universities do not require members of their faculties to qualify to give parent-teacher courses for them. This is the second year that Colorado State College has offered this course.

The University of Virginia and the University of Nebraska will again present parent-teacher courses, six weeks in length, during the summer sessions of 1931. These universities have offered similar courses for several years until they now seem to be vital parts of the summer session work.

The Connecticut State Congress of Parents and Teachers, in cooperation with the State Board of Education of Connecticut, will again, during the summer of 1931, hold a one-week parent-teacher conference at Yale University.

"The most important contribution to the literature of practical child guidance which has yet appeared," Professor Donald G. Paterson, *University of Minnesota*.

"Of especial value are the sections on discipline, on education concerning matters of sex, and on personal study of the child." *Journal of the American Medical Association*.

"The book has a special sphere of service for those who are dealing with children during their formative years and who desire to gain untechnical information concerning modern theories entering into child guidance. The discussions are authoritative and are presented in a most delightful manner." Dr. Ira S. Wile, in *Hospital Social Service*.

"This book can be heartily recommended to all parents who are seriously interested in meeting intelligently the problems in child training which they inevitably encounter." *The Welfare Magazine*.

CHILD GUIDANCE

by

SMILEY BLANTON, M.D., and MARGARET GRAY BLANTON
Octavo 301 pages \$2.25

THE CENTURY CO.

PUBLISHERS OF THE NEW CENTURY DICTIONARY

353 Fourth Avenue New York

The Teacher

The teacher should constantly bear in mind that she is a gardener of personality, and not a mere merchant of facts. She should learn to stimulate curiosity and to feed it; learn how to handle fear and turn it into courage; to cure indifference and turn it into ambition; to shame self-pity into self-confidence; teach the pupil to realize that more and more he is committed to his own guard and culture.

—DENNIS C. TROTH, in *The North Carolina Teacher*.

Six Requisites for Publicity Workers

Allen T. Moore, in *Advertising and Selling*, gives six requisites for those doing publicity work:

"Learn to learn"—Learn to retain and use the information and experiences to which you are exposed.

"Learn to see"—Observe accurately.

"Learn to hear"—Not just to listen, but to hear.

"Learn to think"—To judge and select with discrimination.

"Learn to interpret"—To add force and meaning to things seemingly known.

"Learn to versatilize"—To adapt.



OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG
372 Normal Parkway, Chicago, Illinois

DELAWARE *A Parent-Teacher Staff*

In order that the pupils of the Tower Hill School, Wilmington, might have the benefit of the direct teaching contribution which parents can make to the school, the following letter was sent to parents of children in the kindergarten and first six grades from the office of the Elementary Supervisor:

TOWER HILL SCHOOL

To the Parents:

Are Parents Teachers? They are. Last year one Tower Hill parent assisted from time to time in the art department. Another drilled one group in the addition combinations. Still another taught us to understand and appreciate snakes. Others helped in various ways, and our program was greatly enriched by these contributions. This year we are hoping we can give the children many more of these interesting experiences with parents as teachers. Will you kindly check any department in which you would occasionally like to help, detach and return the blank with your home report before October 27.

This letter was accompanied by a list of forty ways in which parent teachers could participate in the work of instruction. These ranged from teaching formal subjects, arts and crafts, music, home economics, physical activities, dramatics, and science, to miscellaneous contributions such as "doing routine work in the office," and "substituting for teachers in the dining room."

An addition to the staff of fifty or more parent teachers with cultural backgrounds and varied experiences made it possible to give an enriched curriculum to each group and to each child according to his special

needs.—BESS B. LANE, Elementary Supervisor, 2401 West 18th Street, Wilmington.

ARIZONA *Congress Exhibit at State Fair*

Through the courtesy of the State Fair Commission the Arizona Congress of Parents and Teachers had commodious quarters for exhibit purposes at the 1930 Arizona State Fair.

A large room afforded wall space for posters and various other wall exhibits in addition to a nook for exhibit cases. Comfortable furniture made the room an inviting resting place and gave an opportunity for Congress leaders to interest visitors in the literature and other Congress material displayed.

The state president, the treasurer, state chairmen, and representatives from Maricopa County Council served as hostesses. Exhibits were shown representing the departments of Legislation, Children's Reading, Citizenship, Character Education, Health, Library Extension, and Recreation. In cooperation with the Phoenix Public Library, cases of books of interest to children and parents were displayed. With an exhibit of books and posters attendants explained how the County Free Library plan works.

The state president, Mrs. Ross C. Finley, broadcast during the State Fair radio period.

Teachers and superintendents who were attending the meetings of the State Education Association visited the Arizona Congress exhibit. Approximately five thousand

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pieces of literature concerned with different phases of parent-teacher association work were distributed during the week.—*Arizona Parent-Teacher.*

KANSAS

P. T. A. Provides Library Facilities

The Lafayette and Parkdale Parent-Teacher Associations of Topeka, Kansas, cooperating with the East Side Community Club, began in 1928 to work for an East Side Branch Library. They petitioned the city library board for a library branch, but at that time their request was rejected on account of lack of funds.

The project was not abandoned and finally the school board was asked to furnish a room, the library board to supply the books, and the three organizations undertook to furnish the librarian. This plan met with approval and was successfully started. In 1929 the library assumed the responsibility of paying the librarian's salary during the school months, and the three organizations paid it during the summer vacation months.

The library, which started with only a few books, now contains 2,000 volumes, ranging from juvenile fiction to reference books, and not only serves the smaller children for whom it was originally planned but is used by high school pupils and adults.

The Lafayette P. T. A. provides twelve current magazines, neatly bound in card-

board for the use of library patrons.—**MRS. MILDRED FISHER**, 522 Liberty Street, Topeka.

WEST VIRGINIA

Rest Room and Hot Lunch Projects

The Owings Parent-Teacher Association, located in a mining town among the hills of West Virginia, provided a rest room and hot lunches for forty underweight children found among the two hundred pupils enrolled in the school.

The only room which could be converted into a rest room was a schoolroom in which supplies were kept. The supplies were moved to one end of the room and curtained off. Rockers, cots, tables, dishes, an electric stove, pots and pans, and attractive ruffled curtains converted the vacant space into an inviting, comfortable rest room. The only money used for this purpose was four dollars to purchase asbestos and tin to use about the stove. All other equipment was donated by members.

Since the school children go home for noon luncheon, the underweight children were served with hot soup at the morning recess and with hot chocolate at the afternoon recess. The soup is made at the home of a member and taken to the school at ten o'clock. Mothers take their turns making the soup, each person making it once in about three weeks.—**MRS. C. W. TARLETON**, Owings.



© Lee's Art Gallery

The first Mothersingers Chorus in North Dakota. It was sponsored by the High School Parent-Teacher Association of Grand Forks.



The rural parent-teacher association of Bridgeport, Michigan, won first prize (\$75.00) for the best collection and arrangement of garden flowers in the parent-teacher association exhibits, Saginaw County Fair, September, 1930.

MONTANA

Parent-Teacher Section Meetings

The Montana Congress of Parents and Teachers, for the first time in its history, held section meetings in connection with the Montana Education Association which met at Great Falls. Section meetings were also held at district meetings of the M.E.A. at Butte and at Billings.

The meeting at Great Falls was attended by thirty-five Congress delegates to the convention and many Great Falls parent-teacher members. "Vital Values in Education," "Parental Education as a Vital Factor in Education," and "Guiding Principles of the National Congress" were among the topics presented. Over one hundred parents attended the closing session of the class in "Modern Problems in Training Youth."

At Butte during the meeting of the M. E. A. the Butte P. T. A. Council maintained an information desk and a courtesy desk at the hotel where the association met. Automobiles were provided for out-of-town teachers who wished to visit schools.

At Billings during the section meeting two demonstrations of Congress activities were given, one being a parent-teacher study group, the other a physical examination of a preschool child such as is given

in the national Summer Round-Up campaign. Seventy-five superintendents, teachers, and parents attended these sessions.

BILLINGS.—The Singing Mothers Chorus of the Billings Council, formed and operated under an interesting and effective plan, has almost completed its second year of successful work. A year ago delegates from each local unit, themselves interested in singing, met to organize the chorus. Officers were chosen, including a librarian, and dues of ten cents a member per meeting agreed upon, whether the member was present or not. This fund provides a Normal College girl to care for small children at meetings of the chorus, and also a gift to the director and accompanist at the close of the year.

GREAT FALLS.—The Franklin Association is serving hot lunches to one hundred children each day in its new cafeteria. The equipment was purchased by the school district, but the management is entirely in the hands of the parent-teacher association.

The Whittier group has sponsored two historical moving pictures for all children of the city. The plan is to carry the series through the year, showing a picture each month. In October "The Story of Columbus" was shown.—*Bulletin, Montana Congress*.

(Continued on page 504)



Bobby gained 8 pounds in 2 months



DELICIOUS HOT

*...after we began giving
him milk this new way*

"Our Bobby was growing fast but getting thinner all the time. I began giving him Cocomalt instead of plain milk, and he liked it so much he drank five glasses a day. This extra nourishment put a pound on him the first week, and his father promised him a dollar for every new pound he gained.

"Bobby's been a winner all around! He begs for Cocomalt many times a day. And he not only won eight dollars from his dad—he's eight pounds heavier and looks marvelous!"

Remarkable accounts have come from mothers everywhere. By adding 70% more nourishment to milk—by supplying *extra* proteins, carbohydrates and minerals—this delicious chocolate flavor food drink helps to bring about the healthy development of children of all ages.

Cocomalt contains Vitamin D—the same element produced by summer sunshine. Vitamin D helps to ward off rickets, to build strong bones and teeth.

Trial offer—send coupon

Cocomalt comes in powder form, ready to mix with milk. At grocers and drug stores. Or mail coupon and 10c for trial can.

Cocomalt

DELICIOUS HOT OR COLD



ADDS 70% MORE NOURISHMENT TO MILK

April, 1931

R. B. DAVIS CO., Dept. L-4, Hoboken, N. J.
I am enclosing 10c. Please send me a trial-size can of Cocomalt.

Name.....

Address.....

City..... State.....

(Continued from page 502)

NEW JERSEY

Effective Humane Education Committee

A bull fight exhibition in Newark, New Jersey, was recently prohibited through the efforts of the Committee on Humane Education of the National Congress of Parents and Teachers, and others. When news of the proposed bull fight reached the national chairman she communicated with the Governor of New Jersey and the Mayor of Newark, urging that the exhibition be forbidden. She also wrote to the president of the New Jersey Congress of Parents and Teachers and a national vice-president living in New Jersey, asking them to use their influence to have the performance cancelled. As a result the exhibition was not permitted to take place. The Director of Public Safety in Newark refused a permit to the local promoter of the fight, and the Chief Justice of the New Jersey Supreme Court ruled that the director had acted within his rights. In a letter to the national chairman, the Acting Governor of New Jersey said, "I quite agree with you that an exhibition of this sort would be harmful to the morals of our community and a blot on our fair state."—*National News Release*, January 1, 1931.

HAWAII

The News Release

The Hawaiian Islands, numbering five and located 2080 miles west of San Francisco, show a growing interest in the parent-teacher movement. The Hawaii Congress of Parents and Teachers has 5000 members. During this past year its president, Mrs. Marshall Webb, has used a mimeographed *News Release* as a means of sending to local presidents information from the National Congress, suggestions about the observance of special days and weeks, and accounts of activities among the units in Hawaii.

From the December number of the *Hawaii News Release* we learn that the

Helemano P. T. A. at Wahiawa, on the island of Oahu, won the silver cup for the year with a 170 per cent membership. The association has won this cup for two years in succession and cannot compete for it in 1931. Lincoln P. T. A. attained 142 per cent membership; Roosevelt High School P. T. A., 130 per cent; Kapalama, 125 per cent; Aliiolani, 106 per cent; and Puukolii P. T. A. at Lahaina, Maui, came very close to going over the top, having a membership of 91 per cent.

The January *News Release* announced that a study group would begin work in January and hold meetings at the Library of Hawaii. Pohukaina P. T. A. conducts educational group meetings. The Kahuku P. T. A., the "baby" organization of these islands, at the time of this release had a membership of 100 per cent and had planned a carnival for February to raise funds for playground equipment.

WYOMING

A Small Town Art Exhibit

Albin, Wyoming, is a very small town of about one hundred inhabitants, but it has a lovely new school, a two-story building with a gymnasium and a stage.

An evening of art was planned by the parent-teacher association. An exhibit of pictures was secured from an art company of Oklahoma City and the chairman of Art for the Wyoming Congress was asked to speak about the pictures.

After the talk and discussion of pictures, an interesting play on art in the home was staged by members. The setting for the first scene showed a home living room crowded with pictures, paper flowers, tidies, and scarfs. The children were restless—all was confusion. The whole scene demonstrated that the saying, "No one can think in a mob," was true about a "mob" of trashy, ornate furnishings. The second scene showed a well arranged room where orderliness and beauty brought comfort and happiness into the home.—*Wyoming Parent-Teacher*.

EVERY MOTHER,
EVERY TEACHER



should read "*The Thirty Day Loveliness Test*"

Words alone aren't enough! What mother and teacher do is fully as important as what mother and teacher say. One of the very best ways of teaching a child to be careful of his or her appearance is by setting a good example.

And the lesson of cleanliness, neatness and good grooming—we are sure you will agree—is one of the most valuable lessons that a child can learn.

That is why every mother, every teacher should read *The Thirty Day Loveliness Test*.

Loveliness, this booklet states, is mostly a matter of regular attention to many little things. Face, hands, hair, clothes. *The Thirty Day Loveliness Test* tells you just what to do, exactly where to begin . . . outlines a definite program to follow.

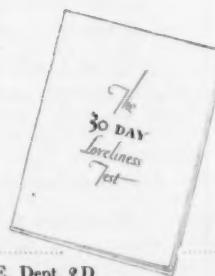
Every woman owes it to herself, her children, her friends to look her very best; every woman should read *The Thirty Day Loveliness Test*.

More than a quarter-million women have sent for this unusual booklet—women of all ages, the country over. And many have written back to praise it.

Send for your copy today. It is free. Use coupon below.

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Please send me a free copy of *The Thirty Day Loveliness Test*.

Name

Title (mother, teacher, etc.)

Address

City State

MENTAL HYGIENE

EACH month on this page will appear suggestions about the mental hygiene aspects of child training. Their publication here constitutes part of the official program of the Committee on Mental Hygiene of the National Congress of Parents and Teachers. Dr. George K. Pratt, New York City, is Chairman of the Committee.

The suggestions are brief, pithy and practical. Please note that this page on which they regularly appear is perforated at the side. Tear it out each month and pin it to the wall of the kitchen or bedroom for ready reference. At the end of the year you will have a set of leaflets helpful to you when troubled about dealing sensibly with many children's problems.

INTELLIGENCE

Children have different kinds of minds. Some are bright, others are backward, some are quick but careless, others slow but sure, some make better use of their heads, others of their hands.

Things to Do

- Give him playmates of his own age and ability.
- When the child asks for information, answer him truthfully.
- Explain in words he can understand.
- Read to him, tell him stories, and encourage him to do the same.
- Teach him to use his hands and his body as well as his head.
- Encourage him to make things. Give him tools and materials and a place where he will not be disturbed.
- Begin early to give him small responsibilities.
- When possible, let him make decisions and take the consequences.

Things to Avoid

- Don't show off a child in company.
- Don't make fun of his reasoning.
- Don't hurry a slow child.
- Don't allow talk about a child's ability in his presence.
- Don't compare children with each other.
- Don't expect failure.

Remember

- It takes a better mind to think and to do than merely to commit to memory.
- The *use* one makes of his mind is more important than the *kind* of mind he has.

Prepared by THE MASSACHUSETTS DEPARTMENT OF MENTAL DISEASES DIVISION OF MENTAL HYGIENE
and the COMMUNITY HEALTH ASSOCIATION.
Published by MASSACHUSETTS SOCIETY FOR MENTAL HYGIENE.

The May topic for this page will be "DO I CAUSE MY CHILD TO BE NERVOUS?"



Mrs. Cope Answering

Question—Should I let my children choose their chums or should I offer to help? Should I invite children into our home that I feel are safe associates, or should I invite the less desirable companions with the idea of helping them?

It is always better to let the children choose their chums. They do so naturally. The choice they make usually depends upon the standards that are maintained in the home, and upon the environment in which they live. In this way you can direct their choice. There is no objection to your offer to help if the children realize that it is an offer and not an arbitrary choice.

By all means invite to your home the children whom you consider safe associates. This is one of the best ways to promote good companionship among the children. It also gives you the opportunity of becoming better acquainted with your children's friends. In this way you can create the right social atmosphere, and the children will learn something about hospitality, etiquette, and entertainment.

As to the "less desirable," we should have to define the term. If it means less wealth or prestige you may be able to bring some refinement and culture into the lives of children less fortunate than your own, *provided* your children are able to maintain their own standards of the fine things of life such as courtesy, honor and correct behavior. You would need their cooperation.

If a question of character and morals is involved, you must consider long and carefully. Inviting children to the home usually implies approval of those invited. If they should come you would have to handle the situation with force and tact, and your success would depend upon how far reaching your influence would be and how strong your children would be to withstand any unwholesome suggestions from the contact. Your motive is good but be sure that you have a fair chance to get good results. Can you help those children in some other way?

Question—I have a daughter nine years of age. I have some trouble with her allowance. I give her enough for Sunday school, school bank, education, and shopping. She likes to go to a movie and ice skating, and then I am forced to give her more. As soon as she gets money of her own she wants to spend it for candy. How much should she have and what shall I do about it?

It is difficult to say how much your daughter should have because that depends upon what she is to do with it and how well she is able to handle it as well as on the family income. Some children accept responsibility at a younger age than others.

Say to her, "Mother thinks you are big enough now to buy some things for yourself. Let us see what you will need and how much it is going to cost." Let her plan with you. Then if she spends the money for candy you may say, "But we did not plan to spend the money in this way." It is better to begin with a small amount, let her learn to use that well, and then gradually increase. You might give her an attractive book in which to write her expenditures.

It has often been found satisfactory to give the child some candy each day, and to use the allowance for other things. Good candy given at home at meal time is better than the cheap candy that children so frequently buy. It is a good plan to give the child a small amount for extras. This gives a feeling of independence as well as the opportunity for choice. In this way she learns also to save for something she especially desires. Read the article, *Money Management*, on page 283 of the January issue of CHILD WELFARE.

Question—How should a young mother press a temper expressed by a seventeen-months-old baby? He is healthy, happy, and affectionate. In the morning when we commence to dress him he becomes unmanageable. I have threatened to spank him to keep him quiet. Please help me and you will be helping many others.

A healthy, happy child is active. He wants freedom to kick and move about. Naturally he objects to being held down and dressed, for his activity is thus thwarted. I wonder if you are interpreting his vigorous behavior as temper? A little child cannot be expected to keep still for any length of time nor does he appreciate the need of being dressed. But—he must be dressed.

First, get yourself in hand and maintain a perfect poise and self-control. Do not get angry or in the least ruffled. Avoid the threat to spank. Just go on dressing him. Enter into the fun of it with all the vigor you can. Laugh and play so that getting dressed becomes great sport. The threat and punishment possibly arouse his resentment. Therefore each morning he prepares himself for the fray and is ready to act. Put on only the necessary clothes in the morning, so that the dressing is over within a few minutes.

Has it ever occurred to you that he enjoys your reaction to his morning hilarity and finds himself the center of attraction in all this upset?

(Continued on page 509)



BY WINNIFRED KING RUGG

GRACE LANGDON, author of *Home Guidance for Young Children*, received during a single year 3000 requests for advice from parents in various parts of the country. No wonder she was prompted to embody her answers to these requests, along with much more material, in what she has termed a Parents' Handbook. Miss Langdon's subject is desirable ways of behavior for children and the place of parents in guiding children toward such behavior. For that reason she does not write about "problems," for she believes that with careful guidance from the very beginning many so-called problems will be met as merely passing phases of development.

The book is in three sections: Educational Beginnings; Educational Aspects of a Child's Daily Living; and Integration of Educational Experience. At the end of each chapter there is a list of references, and at the conclusion of the book there is a valuable appendix which contains a directory of agencies and organizations whose programs should be of interest to parents. This is a useful book for parents of children from one to six, and for teachers and social workers.

"*Home Guidance for Young Children*," by Grace Langdon. New York: The John Day Co. \$3.50.

"*Child Health*," by Norma Selbert. Philadelphia: W. B. Saunders Co. \$1.60.

"*Boyways*," by A. E. Hamilton. New York: The John Day Co. \$2.50.

"*Parent-Teacher Associations and School Health*." American Child Health Association, 370 Seventh Avenue, New York City. 35 cents.

parents, care of the newborn, early childhood, agencies for promoting health, the school child, health problems in high school and college, the working child, and the leisure-time activities. The outstanding merit of the book, in addition to its direct simplicity, lies in the fact that it is up-to-date. Since Mrs. Selbert is giving much in little, she often summarizes the evidence presented by more detailed writers on child care, indicates the source of her material, and leaves it to the reader to pursue the subject further if he so desires. In this respect the book differs from Miss Langdon's, which is more a source book. *Child Health* contains references, illustrations and an index.

* * *

"Temper the iron, sharpen the blade, and rest assured that the world will use it by and by." With this quotation from Stuart Sherman, A. E. Hamilton introduces his intelligent views on how to deal with boys. *Boyways, Leaves from a Camp Director's Diary*,

contains an interpretation of the manners and attitudes of adolescent boyhood, as Mr. Hamilton has reasoned them out from his experience as a camp director and a consulting psychologist.

True discipline comes from within. "It is self-training of one's own body and mind to educated obedience to an intelligent will." That may sound pedantic, but there is nothing pedantic about Mr. Hamilton's development of his idea or his mode of expressing it. He has simply jotted down informally, wittily, and sympathetically incidents of camp life that illustrate certain principles and procedures in developing the best qualities in boys. The value of laughter, the value of praise, the uses of hardship, the importance of adaptability, these are a few of the gleanings from his diary. Those who are engaged in camp work will find

The promotion and preservation of the child's health from infancy to adolescence is the subject of Norma Selbert's *Child Health*. Mrs. Selbert belongs to the teaching staff of Ohio University and has written her book primarily for classes in Child Care and Adult Education now being conducted in universities. Since she has written in clear, non-technical language, her book is suitable for study groups anywhere and for the use of mothers in the home. Some of the topics discussed are physical and social problems affecting child growth, relations of the

the book stimulating, and those who have boys to send to camp will find in it a standard by which to test prospective camps.

Mr. Hamilton is managing editor of *Camp Life*.

* * *

The American Child Health Association issues a pamphlet entitled *Parent-Teacher Associations and School Health*, the purpose of which is to supply suggestions for health discussions in parent-teacher meetings. Each topic occupies a chapter and is complete in itself. Stress is laid on opportunities for home-school cooperation. There are nine chapters, followed by a bibliography and questions. The subjects are: home, school and community; before school begins; the schoolhouse, its care and equipment; the health examination of school children; the control of diseases; the nutrition of the school child; the school child's play; parents as health teachers; and the teacher's health.

Recommended to program chairmen of parent-teacher associations.

The Question Box

(Continued from page 507)

Therefore be calm and firm. Smile a cheery smile and keep on dressing. Be patient, too, for results do not come all at once.

Give him all the freedom you can during the day. Let him play out of doors as much as possible so that he has plenty of space in which to move about. Provide him with play material that gives opportunity for activity. Read *Directing the Emotions*, page 345, in the February issue of CHILD WELFARE.

Question—Do you think that piano study is too much for the average school child? My daughter is nine years old.

If your daughter is well and strong and shows no ill effects from the study of music there is no harm in it. Plan a regular time for practice and not too long a period. A short morning and afternoon practice is better than one long practice period.

Let daughter play out of doors every possible moment. See that she has plenty of sleep and good nourishing food. Regular physical examinations are always advisable, since in this way many ailments can be avoided.

(Readers are invited to send questions to Evelyn D. Cope, care of CHILD WELFARE.)

FOUNDED IN 1728 BY  BENJAMIN FRANKLIN

FRANKLIN PRINTING CO.
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PHILADELPHIA

An old-fashioned girl is one who thinks that eight people can't ride in a coupé.

April, 1931

Watch yourself . . . and your children



for between-meal
fatigue

Take a moment to eat or drink something sweet. It digests quickly and overcomes fatigue.

FATIGUE is a daily problem of the man or woman at work and the child at play. If allowed to continue, the resistance that the system should have is lowered.

Fatigue, however, can be overcome quickly and safely by a sweet snack of some sort. A piece of candy, flavored and sweetened milk drinks, or the traditional snack for children—bread and butter sprinkled with sugar—are recommended.

Such food eaten between meals is quickly digested and the sugar is ready at once to renew vigor. Most foods are more delicious and nourishing with sugar. The Sugar Institute, 129 Front Street, New York.

 "Good food promotes good health"



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A Classroom in Japan

Japan

THE Yokohama International Parent-Teacher Association, less than a year old, reports a membership of seventy-seven and holds a meeting every month. The season was opened with a talk on Good Books for Children, and in October a Conference was held on Child Health, with special reference to diet. Dr. Mabel Elliott, of St. Luke's Hospital, Tokyo, made the main address, led the discussion, and answered questions most helpfully. A parent-teacher library has been started by the group, and playgrounds and equipment are also being studied by this progressive organization.—*International News Release.*



A Michigan school superintendent says he "can't get along without the motion picture page in CHILD WELFARE." It settles many a controversy with parents as to relative values of pictures.

AT HOT SPRINGS

BY ARTELEE WYATT DIETRICH

When I meet you and you meet me,
Tho' unknown strangers we may be,
Our eyes will shine with friendly glance
As lovers bold in old romance.

No matter what your state or name
Our task is very much the same.
You may have fame and charms divine,
But still our aims and lives combine.

The sun rides through your skies of blue
And scatters sunshine in my view;
The silver moon that brings you light
Keeps watch o'er me throughout the night.

Our plan's to build a modern race
That's moving on with steady pace.
If you can help me on my way,
I shall be thankful every day.

When I meet you and you meet me,
Just take my hand and then you'll see
How glad I am your friend to be—
When I meet you and you meet me.

More Adventures of the Fink Family

(Continued from page 461)

when Father Fink reached home, Mother, Phyllis, Phil, and Phoebe stood in the open door, all smiling. Fido was there, too, looking happy. Phyllis held up her school report card; Phil waved his.

"See what I have in arithmetic!" cried Phyllis.

"B!" Her grades had jumped from D to B. "And all the rest are A's as usual."

"And, Phil, you are holding all your grades to A."

Father Fink threw one arm about Phyllis, the other around Phil, and stooped down, while Phoebe hung upon his neck, and Fido barked.

(To be continued)

Child Welfare Directors Elected

AT a meeting of the Child Welfare Company which was held in Philadelphia on January 17 the following persons were elected directors of the Company for the following year:

Mrs. Charles H. Remington, President
 Mrs. Hugh Bradford, Vice-President
 Mrs. George Wertsner, Treasurer
 Miss Ruth Bottomly, Secretary
 Dr. Randall J. Condon
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One enthusiastic CHILD WELFARE chairman says: "I love the work, because you can see a change after one has read the magazine."

April, 1931



"Watch their WEIGHT Increase!"

SAYS ONE OF AMERICA'S GREATEST CHILDREN'S DOCTORS

THIS doctor knows children and he knows Karo. His advice to mothers is invaluable.

"Serve plenty of Karo to the kiddies, especially underweight children, in milk, on cereals, on sliced bread. Watch their weight increase!"

Children, of course, like Karo. It's deliciously sweet and full of flavor—and it satisfies their "sweet tooth."

Why is Karo so good for children?

There are 120 calories per ounce in Karo. This means that Karo is a great energy-giving food—containing nearly twice the energy value of eggs and lean beef, weight for weight.

And for economy—compare the price of Karo per pound with that of other staple foods.

FREE TO MOTHERS

"The Food of the Infant and the Growing Child" is a practical, helpful booklet written by one of America's leading baby specialists. Mail coupon below for your copy.

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 Department C. W. 4 17 Battery Place, New York City

Please send me my copy of "The Food of the Infant and the Growing Child."

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Address.....

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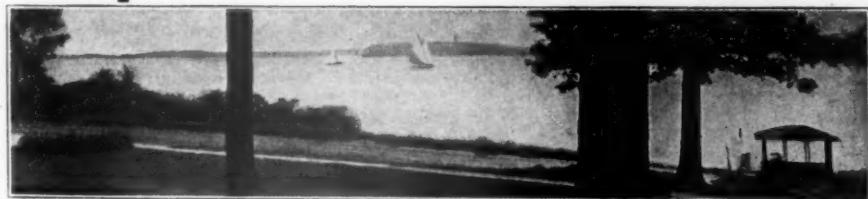
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